

THE UNIVERSITY OF ALBERTA

MONITORING EFFECTIVE SCHOOLING
A DISTRICT SCHOOL EVALUATION PROGRAM

BY

PARNEL PATSY ANNE PIERCE

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The undersigned certify that they have read, and
recommend to the Faculty of Graduate Studies and Research
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DISTRICT SCHOOL EVALUATION PROGRAM submitted by PARNEL PATSY ANNE
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ABSTRACT

The purpose of the study was to describe and analyze a district school evaluation model. A questionnaire was used to gather the necessary data. The participants consisted of teachers, assistant principals, principals and district office administrators. Teachers were selected using a stratified-random technique while all members of the remaining three groups were surveyed.

The questionnaire survey constructed for the study contained both closed and open-response items. Both parametric and non-parametric analytical procedures were used including analysis of variance and Chi-Square Tests. The findings from both the statistical analysis of data and the content analysis of comments were organized to answer the four main research problems. These problems focused on whether staff understood and agreed with the purpose of the district school evaluation program; their reflections on the process used for both program initiation and implementation; and their perceptions of the resulting outcomes. As well, staff feelings and concerns pertaining to the overall program were noted.

The results of the study indicated that though the four stakeholder groups did understand and agree with the purpose of the program, they varied significantly in their perceived level of involvement in the planning process. The implementation process was viewed in a positive manner by all groups, and recognition was given to the efforts of the

district and school administrators. With the exception of the principals, respondents stated that they experienced feelings of anxiety before an evaluation. The benefits resulting from the evaluations included identification of school strengths; identification of school needs; and, professional development for school-based administrators.

Though the principals and district office administrators felt there were teacher benefits due to the program, the teachers and assistant principals expressed only marginal agreement with this view. All four groups indicated that the program would be more effective if follow-up activities were carried forward more consistently. Only marginal agreement was given by the teachers that this was being done by school or district administrators. Though respondents noted that the district model had been effective for the first cycle of evaluations, future use demanded changes. In achieving these changes it was suggested that more staff involvement in the planning process be sought.

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CHAPTER I

INTRODUCTION

In recent years public education in Alberta has undergone intensive scrutiny by parents, government and the community in general. Curricular programming, student achievement and school financing have been major areas of focus. Alberta Education has responded by increasing expectations of local school jurisdictions with respect to evaluation as a means to ensure accountability and improvement. For local school jurisdictions this has meant a greater need for effective self-appraisal. To this end, jurisdictions have developed school evaluation policies and have set in place specific district school evaluation programs. By integrating this process of school evaluation into the district's total managerial system, administrators are better able to assess the strengths and weaknesses of the district and to judge whether the major organizational goals are being met (Bolton, 1980). Establishing, maintaining and monitoring an effective school evaluation program become very important aspects of a school district's operations. The study on which this report is based involved the examination of one such district school evaluation program.

PURPOSE OF THE STUDY

The purpose of the study was to describe and analyze a district school evaluation program in use by an urban, public school jurisdiction. Perceptions of the evaluation program were sought from the district's teachers, assistant principals, principals and district office administrators. The resulting information was analyzed relevant to each group's understanding of the stated purpose of the program, how the program was initiated, the implementation process used, and the perceived outcomes of the evaluation program. As well, expressed feelings and reactions to the evaluation program by the members of the four groups, and suggestions as to possible changes to it were considered. The primary conceptual areas selected for exploration included: evaluation as a means of accountability; evaluations as a process of change; organizational structures; the role of effective management and leadership; and the importance of the communication process.

STATEMENT OF THE PROBLEM

In order to achieve the above purpose, the study was organized to elicit information pertaining to the following four main research questions.

1. What is the stated purpose of the district school evaluation program and to what extent is the purpose understood by teachers, assistant principals, principals, and the district office administrators?

2. Were any problems identified by the four stakeholder groups which related to the planning and initiation stage of the district school evaluation program? Did these problems affect how the program was perceived by the groups?
3. Were any problems in the implementation of the district school evaluation program related consistently to: the understanding the purpose; commitment to the concept; structure of the program itself; or management and leadership activities.
4. How do the four stakeholder groups view the success of the district school evaluation program and what changes, if any, do they suggest to it?

As a means of guiding the development of the study, a number of sub-problems were delineated and focused on the following conceptual dimensions.

1. Understanding the program:

- 1.1 To what extent do the four stakeholder groups agree with the stated purpose of the district school evaluation program?

- 1.2 What elements of the district school evaluation program enhance the participant's understanding of it?

2. Initiation:

2.1 Were any problems identified during the planning and initiation stage of the district school evaluation program which affected how the program was perceived?

2.2 To what extent was information on the proposed district school evaluation program shared with the major stakeholders?

3. Implementation Process:

3.1 To what extent do the teachers, assistant principals, principals and district office administrators vary in their perceived level of readiness for participation in the district school evaluation program?

3.2 Which activities undertaken during implementation strengthen the process?

3.3 What role do school-based administrators and district office administrators have in the implementation of the program?

4. Feelings and Concerns

4.1 What are the feelings and concerns expressed by the four stakeholder groups with regard to their participating in a district school evaluation program?

5. Outcomes:

5.1 What are the perceived outcomes, both positive and negative, of the district evaluation program as seen by the teachers, assistant principals, principals and district office administrators?

5.2 How did these four groups judge the worth and merit of the outcomes of the evaluation and to what extent did they see their needs being met by the program?

6. Evaluation of the program: Changes

6.1 What factors will affect the use of this program over a protracted period of time?

6.2 What changes or modifications should be made to the program to ensure continued educational value relative to the evaluation process?

6.3 In the view of the stakeholder groups, how is commitment to a district initiative such as a district school evaluation program, fostered?

SIGNIFICANCE OF THE STUDY

This study is seen to have both practical and theoretical significance. The results of the study will be of practical importance to school-based administrators and district office administrators charged with the responsibility for monitoring and evaluating school services. Though the findings will be of special significance to the school district whose program has been selected for study, the empirical-descriptive data will also serve as a source of practical information for other districts concerned with the evaluation of their own district school evaluation process. As well, the results should have a direct and practical relevance to administrative practices at both school and district levels since the study deals heavily with those concepts surrounding effective district and school management and leadership.

In terms of theoretical significance, this study builds upon existing research and related literature in the areas of educational accountability, evaluation as a means for change, organizational behaviors, and educational management and leadership. Primarily it provides a synthesis of current research and thought having to do with the evaluation process as it is applied in a public school setting. Since there is a dearth of research studies which deal with the analysis of district school evaluation programs, this study attempts to provide some information for application in this area.

DESCRIPTION OF THE STUDY

The study was both descriptive and analytical in nature. One district school evaluation program was selected, examined and analyzed as to its origin, purpose, method of implementation, the feelings and concerns expressed by the stakeholders, perceived outcomes of the program and suggested changes and modifications. Specifically the parameters for the study were been set according to the following precepts.

Assumptions of the Study

For the purposes of this study, it was assumed:

1. That the data necessary for completing such a study could be gained by surveying the four major stakeholder groups within the school district whose program was to be analyzed. These four groups were the teachers, the assistant principals, principals and district office administrators.

2. That the perceptions held by these four groups of the district school evaluation program would vary in position and degree.
3. That the variation in perceptions between the four groups would be affected by such factors as: a) their understanding of the purpose of the program; b) their perceived level of involvement in the process; c) their level of anxiety during participation, d) the perceived validity of recommendations made after an evaluation was completed; e) the perceived effectiveness of the follow-up activities after an evaluation was completed; f) the level of commitment to the program by the district and school-based administrators; g) the clarity and consistency of communication within schools and between the schools and district office.
4. That the procedures used for data analysis possessed a degree of validity and reliability suitable for such a study.
5. That the four stakeholder groups selected for the study were the appropriate referent groups.
6. That the data received from the questionnaire accurately reflected the considered opinions and perceptions of these four groups.
7. It was judged that since the number of both school-based and district-office administrators was small, surveying intact groups would not bias the study.

Delimitations

The study was delimited in the following manner:

1. The study was delimited to the examination of one district school evaluation program.
2. The study was restricted to the professional staff of the district and only to those who had actual experience with the district school evaluation program as evaluators, evaluatees or both.
3. The primary source of data was that received through a questionnaire. The data were collected during the time period of April 8, 1988 to May 11, 1988.
4. The study was delimited to selected problems areas. No attempt was made to provide a totally comprehensive survey on all the possible aspects of district school evaluations.
5. Only the three teacher sub-groups were used for the purposes of data analysis. They were elementary, junior high and senior high. The elementary-junior high category was eliminated.

Limitations

The following limitations affected the study:

1. Only one district school evaluation program was examined.
2. The validity and reliability of the instrument were not completely known and therefore definite limitations were thereby placed on the study.

3. The findings were limited to the population involved, and any generalizations to other populations must be done with caution.
4. The quality and quantity of data collected were limited by the degree of cooperation given by the respondents in completing the questionnaire.
5. The possibility of respondents misinterpreting the meaning of the questions, or not being able to fully express their views within a questionnaire format, imposed limitations on the study.
6. The respondents varied as to when, during the four-year cycle, they participated in a district school evaluation.
7. The data for the study were based upon the perceptions of the respondents which were recognized as being subjective in nature.
8. The selection procedure for participants was not identical for all four responding groups. While the teachers were selected on the basis of stratified-random sampling, intact administrator groups were used.
9. One questionnaire was used to obtain both teacher and administrator responses. This meant that the wording of the statements and questions could not to be as definitive nor tailored as might have been the case if separate questionnaires had been employed.
10. Within the teacher population the staff was categorized as to teaching level only. Elementary, junior high and senior high teacher groups were recognized but no provision was made for recognizing such sub-groups as French Immersion teachers or Special Education teachers.

DEFINITION OF TERMS

The following terms have been defined for purposes of clarity and in order to achieve consistent understanding of their application throughout the study.

Accountability - Action taken to demonstrate that conditions pertaining to prescribed responsibilities have been met by a person or organization.

Collaboration - Two or more individuals working together where the focus is on coordination and cooperation (Holt, 1987).

Competencies - "All the skills, attitudes, understandings and knowledges that may be necessary to perform a certain role function" (Campbell, 1969, p. 4).

Communication - "The transfer of thought or feeling from one person to another through gesture, posture, facial expression, voice, as well as by speech" (House, 1966, p. 7).

Evaluation - A process followed whereby judgments are made on events, behaviors and results according to specified objectives.

Educational Evaluation - "A process of making judgments about the merit, value or worth of educational programs, projects, materials and techniques" (Borg & Gall, 1983, p. 733).

Evaluation Program - Those procedures, guidelines and basic assumptions that define how an evaluation process will be conducted.

Influence - "The ability of one person to originate action for another person" (House, 1966, p. 7).

Monitoring - To observe, record, check and keep watch over in order to provide information for intermediate decision-making.

Perceptions - "An individual's organization of sensory input" (Mulford, 1971, p. 14).

Responsive Evaluation - An evaluative process which focuses upon the concerns and issues of the stakeholders within an organization (Borg & Gall, 1983).

School-Based Administrators - Persons occupying the position of principal and assistant principal.

Stakeholders - "A group of persons who are involved in, or affected by, the entity being evaluated" (Borg & Gall, 1983, p. 750).

Summative Evaluation - A form of evaluation used to record cumulative or summary information upon which final judgments can be made.

CONCEPTUAL FRAMEWORK

In order to understand the dimensions of a district school evaluation program, it is important to understand some of the approaches to

educational evaluation as presented by various writers and researchers. Though there was a dearth of writings on evaluation until the late 1960's, since then a number of theories have been presented and researched. For example, Stufflebeam (1966) brought forward his CIPP Model, Scriven (1974) his goal-free evaluation model, Stake (1975) structured a responsive theory to evaluation, and Guba and Lincoln (1981) developed the naturalistic evaluation theory (Madaus, Scriven, Stufflebeam, 1983). In writing about this evolution of theories, and in reporting upon their application, Stufflebeam and Webster categorized them into three main categories. The categories were: a) politically-oriented evaluations, which promote a positive or negative view of the object evaluated; b) questions-oriented evaluations, whose answers assess the object's worth; and c) values-oriented evaluations, designed to assess and/or improve the worth of the object or program being evaluated (Madaus, Scriven, Stufflebeam, 1983).

To assist in describing and analyzing the district school evaluation program under study, information derived from two of these categories has particular relevance and applicability. First, the questions-oriented approach to evaluation provides meaningful guidance since studies within this category highlight evaluation as both a means to accountability and a method by which management is able to gain valuable information for ongoing program improvement. Second, the values-oriented approach is also useful because studies here focus upon client needs and emphasize the necessity for client involvement during the entire evaluative process. More specifically, Stufflebeam's Model

is cited because it is "based upon the idea that evaluation should help evaluators make and defend decisions that are in the best interest of meeting student needs" (Madaus et al., 1983, p. 33). Stufflebeam also supports the concept "that the most important purpose of evaluation is not to prove but to improve" (Madaus et al., 1983, p. 118). That is, evaluation can be a means to accountability but also a means to improvement. As well, the four components of the CIPP Model (1966) -- context, input, process and product -- are directly applicable to a basic design for a district school evaluation program. Stake's Responsive Evaluation Model (1975) is of interest because it is based on the assumption that evaluation must respond to the needs of the clients. Stake also highlights the important role of the communication process and emphasizes the need for considering the value perspective of the clients before and during the evaluation (Madaus et al., 1983). Therefore, for the purposes of this study, the researcher adapted a conceptual framework that incorporates concepts from both the questions-oriented approach and the values-oriented focus of evaluation. Recognition is given to the CIPP Model (1966) by Stufflebeam and the Responsive Evaluation Model (1985) by Stake. Figure 1 illustrates how these two evaluation models have been combined by the researcher to produce a conceptual framework applicable to this study.

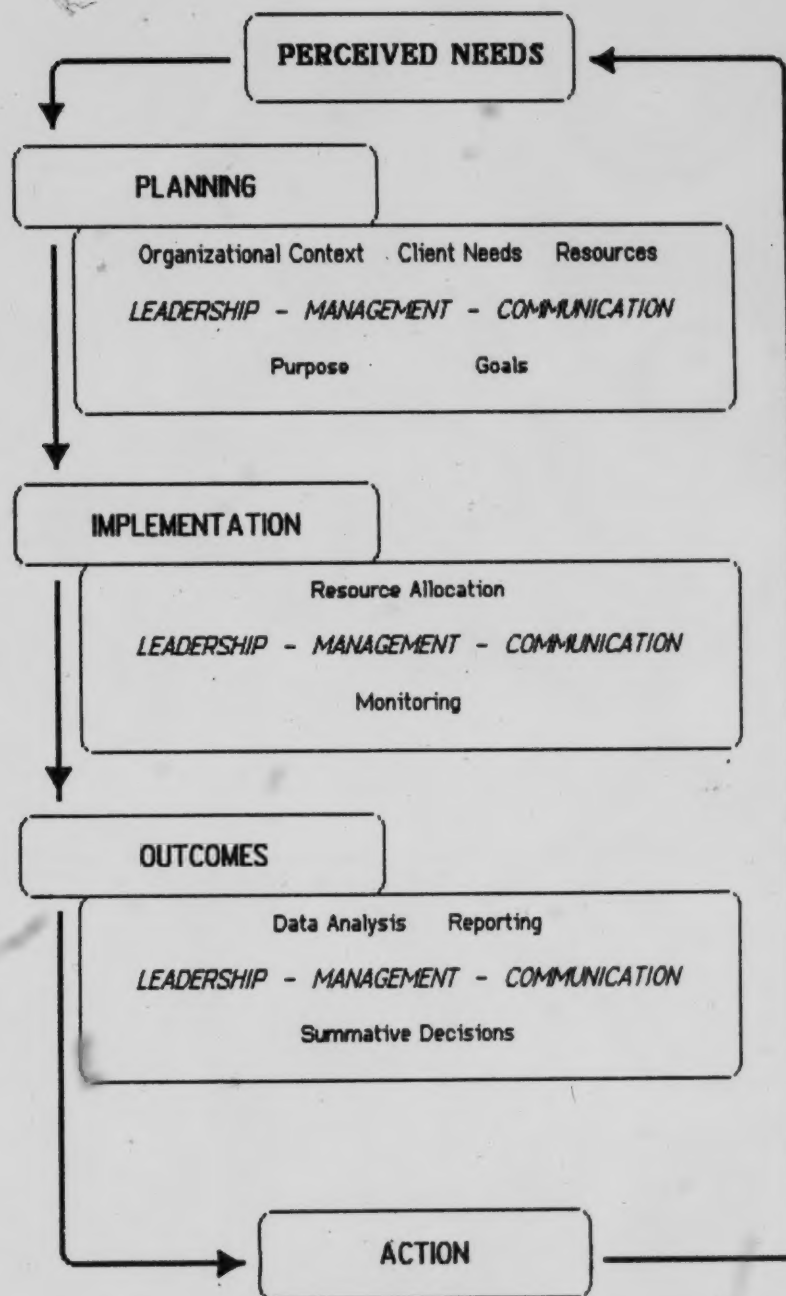


Figure 1. Conceptual Framework

ORGANIZATION OF THE THESIS

This chapter has introduced the study, dealt with its purpose and significance, and identified the research problems. In addition, the assumptions have been presented, the limitations and delimitations which affect the research noted, and the definitions of pertinent terms listed. Finally, the conceptual framework upon which the study was based is presented. In subsequent chapters, information is organized as follows.

Chapter II summarizes the related literature, both in terms of theory and research data. Chapter III presents the research design for the study, a description of the instrument used for data collection, the population studied and the treatment of the data.

Chapter IV reports the research findings and discusses the analytical process applied. Chapter V concludes the thesis by providing a summary of the study as well as the conclusions, implications and recommendations. Suggestions for further research in this area are offered for consideration at the end of the chapter.

CHAPTER II

REVIEW OF RELATED LITERATURE

INTRODUCTION

Until the mid-1960's public school education functioned within a relatively secure, rather insulated climate. The assumption or belief was that the purpose of public school education and its usefulness were indeed self-evident. Changes and modifications to public school education within this protected environment, occurred periodically but were seldom radical in intent nor with noticeable consequences. Traditional schools produced traditional graduates who went on to acquire employment in a variety of traditional professional and non-professional jobs. However, in the late sixties, this placid status quo in education was disturbed with the publication of various reports which questioned whether traditional educational services made a significant difference to students. In the view of writers such as Austin (1979), The Coleman Report, released in 1966, was a prime example of this questioning. James Coleman, a researcher and long interested in such issues as equality of educational opportunities, was commissioned by the American Department of Justice to survey public education and to focus upon the issue of equity. In his report Coleman listed a number of conclusions but one in particular gave rise to much discussion. Within this conclusion Coleman made reference to the fact that "variations in school facilities, curriculum and staff seemed to have little effect on

the actual achievement level of students" (Austin, 1979, p. 10). Taken out of context, this statement was subsequently used by many to illustrate that traditional education was not fulfilling its mandate. This surge of questioning signalled the beginning of the first high profile move to make public education accountable for its existence. No longer was it to be considered an unquestioned public good. This trend of accountability has continued to the present with periodic ebbs and dramatic moves forward.

In 1987 Alberta Education mandated that all school districts have in place policies which would govern the evaluation of staff, programs and overall school services. In its Program Policy Manual (Alberta Education, 1987), a joint partnership in accountability is highlighted. It reads, "Alberta Education and school boards are responsible for ensuring that the highest possible quality of education is provided for students in the Province" (Alberta Education, 1987, p. IV-1). However, within these same guidelines, Alberta Education specifies very clearly that the onus for establishing accountable procedures lies with the school districts alone. This is seen as appropriate since school boards have been delegated the primary responsibility for the evaluation of "all programs delivered by the school board, all schools under their jurisdiction, and the operation of their school system" (Alberta Education, 1987, p. IV-5). In response, school boards have undertaken to set in place policies dealing with the monitoring and evaluation of their schools and view the maintenance of such policies as important.

The purpose of this study was to describe and analyze one such district school evaluation program. In order to properly achieve this end, the appropriate research and literature background is provided first. Therefore, included in this chapter is a summary of the literature and research on educational evaluation as it relates to accountability, improvement of educational practices, the change process, organizational context, school and district leadership and effective communication.

EVALUATION

Evaluation as a Means to Accountability

Accountability has been defined as being "concerned with responsibility and acknowledging that responsibility in some public form" (Lawton, 1983, p. 90). Accountability implies action taken, or to be taken, through which others are able to determine whether a person, or an organization, has carried out prescribed duties in a responsible manner. The concept of accountability is not new but only in recent years has it become a driving force in public education. With declining enrollments, increasing costs and a public that is openly questioning the quality of educational services, school jurisdictions are faced with having to account for their actions in more public and overt ways than was expected in the past (Meek, 1979). When embarking upon a study of accountability, it must be remembered that although accountability and evaluation are often used synonymously, they are not identical. To be accountable involves demonstrating success in some manner which is

meaningful to one's public. The process of evaluation is employed to judge whether such success has indeed been demonstrated. Lawton (1983, p. 91), sums up the difference between accountability and evaluation by stating that "accountability always involves some type of evaluation but evaluation can result in more than accountability". McLaughlin and Pfiefer's (1986) work in teacher evaluation and accountability seems to support Lawton's definition. They view accountability as an educational outcome and list accountability, along with improvement, as the two important results of an evaluation process. McLaughlin and Pfiefer (1986, p. 115) suggest that "the two should be combined to ensure optimum use of results from the evaluation process". Bolton (1980), takes time to delineate the difference between accountability and evaluation as well. He defines accountability as "the responsibility for taking action to see if certain conditions have been met" (1980, p. 9). Bolton goes on to point out that the increase in concern over educational accountability occurred after the popularity of the 'management by objectives' movement in the 1950's. However, in his view, the problem with management by objectives is its preoccupation with accountability, that is measuring only output or product, and that it does little in the way of monitoring the procedures used to attain the output. It is Bolton's opinion that education must be concerned with both process and product and that educators should utilize evaluation as a means by which to judge the effectiveness of procedures utilized in attaining a goal as well as the degree to which the goal was met. In summary, evaluation is necessary for accountability but is also

valuable for the information it provides the organization on matters of process.

Evaluation as Improvement

Evaluation is a process of "making judgments regarding the set of events, behaviors and/or results of these action" (Bolton, 1980, p. 8). These actions, behaviors and results must be judged according to specified organizational goals which have been pre-determined. In other words, how close are the final results to the intended results? It is through this judgmental process and the subsequent decisions which are made that evaluation can be used to initiate improvements. Landau (1973) supports this position by stating that evaluation must be seen as a control mechanism which allows a person or organization, to correct errors and plan for appropriate changes. McLaughlin and Pfiefer (1986) also emphasize that an effective evaluation process provides a focus for improvement for teachers, administrators, the school and the district as a whole. However, desirable as evaluation may be, writers such as Lawton (1983, p. 98) submit that "evaluation is a complex and difficult process requiring much expertise" and that educators too often do not have this expertise. Pauls (1985), in studying clinical supervision of teachers, points out that the competency level of the supervisory staff is a key factor in a successful evaluation program. Too often, organizations undertake to do their own evaluations without the necessary resources or expertise with which to accomplish the task properly. This leads not only to much frustration, but also to a misuse of acquired data. Since evaluation for improvement tends to centre upon

the questions of effectiveness and efficiency, the gathering of appropriate data during the evaluation must be properly done. Traditionally educational evaluation has focused upon such activities as measuring pupil progress, estimating teacher competency, attempting to judge the general efficiency of school management and collating information about teaching resources and curricular projects. Lawton (1983, p. 90) asserts that by using this focus "what we are really examining is the success or failure of teaching-learning situations, and in effect, this is teacher evaluation under the guise of school evaluation". Brookover (1980) cites the serious problems encountered in measuring goal attainment as well. He elaborates that educational goals are often worded in such a manner that it becomes difficult to measure whether in fact they have been attained. Brookover also contends that there are some goals in education which cannot be measured by traditional paper/pencil formats at all and that other goals are long term in nature and defy standard evaluative procedures. Therefore, expected improvements from a school evaluation program may not be forthcoming if the people being evaluated question both the expertise of the evaluators, and the validity of the process employed.

Borg and Gall (1983), in writing about evaluation, describe an interesting dilemma faced by evaluators. The dilemma is that evaluations do produce both beneficial and harmful outcomes. Though Borg and Gall recognize that too often evaluators do not take time to truly comprehend the importance of this dilemma, they do feel that the evaluative process, if properly followed, can lead to growth and

improvement. For example, Borg and Gall use the work of Glass (1975) to illustrate that people being evaluated do not like to be observed and yet it has been shown that as a result of just this type of quality supervision, they do improve. Berk (1981) concludes this discussion by strongly supporting the concept of evaluation as a means to organizational improvement. He notes that evaluation can serve two purposes. First, through the evaluation process we are able to gauge whether or not project objectives are being met, which answers the accountability function of the evaluation process. Second, evaluation can also be a source of information upon which decisions are made to improve existing practices, which is its growth and improvement function.

Evaluation as a Process of Change

From his studies on educational change, Fullan (1982, p. 120) explains that "change can be imposed upon us, or we can voluntarily participate in it, or at times we ourselves might choose to initiate change". Regardless of its origin, change is not only disruptive, it is also very difficult to achieve. One of the main reasons for this is suggested by McLaughlin and Pfiefer (1983, p. 30) in their statement, "change is not an easy feat to accomplish for change requires an 'unfreezing' of an institution's core values, norms and expectations". Further, the more complex the structure of the institution is, the more difficult it is to attain this 'unfreezing', or readiness for change. Alsanian (1981) refers to school districts as complex bureaucratic systems and

identifies a number of change inhibitors because of this. For example, Alsanian cites system inertia as one impediment to the modification of the behaviors of the organization's members. He also points to the need for, and difficulty in having, the new ideas of the change correspond to the already existent and accepted ideas within the organization. An additional difficulty has to do with the fact that change can be halted if those who oppose it also "have control over incentives which can be used to motivate teachers and administrators to try the new ideas" (Alsanian, 1981, p. 75).

But according to some writers in this area, this strong sense of organizational conformity does not automatically block change. For example, Russell et al. (1966, p. 11) in their study note that "a climate conducive to the acceptance of change can be created by the adroit manipulation of people and resources through the carefully planned actions of leaders". As a result of this study, Russell et al. brought forward their own change model which incorporated the critical component of organizational climate. Creating an open and positive climate within the organization in order to enhance the stakeholder's acceptance or 'buy-in' to new programs, was addressed consistently throughout the Model for Change (Russell et al, 1966). Sackney (1986) was interested in the influence of organizational context as well. The question, of how across the board improvements could be implemented while still exhibiting a high degree of sensitivity to the differences among the various components of the organization, is addressed by Sackney based upon this same 'buy-in' concept. In Sackney's view, long

lasting changes are achieved by first working with the people at the bottom of the organizational hierarchy and then, by slowly moving upward. Collaboration, group planning and shared decision-making are listed as essentials for establishing a climate for the 'buy-in'. Many of these ideas are echoed by Fullan and Park (1981) who feel strongly that the stakeholders are the key, for it is what they do, or decide not to do, that will spell the success of a new program.

But where Sackney lists evaluation as one of the essential components in change, writers such as Fullan refer more consistently to the need for establishing a monitoring process. Monitoring, as defined by Bolton (1988), involves ongoing observations and data collection. Monitoring allows for the correction of problems on a day-to-day basis. The monitoring process may assist in arriving at final decisions related to overall goal attainment, but its prime purpose is to help with intermediate decision-making regarding program objectives rather than final goals. This premise, that monitoring rather than evaluation will lead to improvements in educational services, is supported by Ryan and Fraser (1984). They put forth the argument that too often evaluations in education are summative in nature, and summative evaluations tend to be viewed by those being evaluated as an unreliable 'one shot' approach which produces huge upheavals in the organization and leads to the perception that the organization is more interested in 'quick fixes' rather than true improvements. However, Stufflebeam (1966) joins Sackney in emphasizing the need for evaluation as opposed to monitoring. He explains that effective evaluation allows for important goal

decisions to be made at each stage of the change process whereas the monitoring process is only capable of providing information pertaining to objectives. He further explains that the need for evaluation is especially critical between these major stages because it allows for necessary adjustments and changes to be made to a plan, which in turn will better ensure its successful completion.

To conclude, evaluation is an important component within the change process for it has the potential to provide the type of information necessary for the organization to make considered decisions before, during and after a change.

Evaluation and the Organizational Context

Given that schools have been described as highly structured and differentiated organizations with set rules and attitudes, the implementation of a new policy in such a setting can prove to be difficult and frustrating (Huberman, 1979). It is more so if the policy pertains to evaluation, which in itself implies action and subsequent change. Therefore, it becomes important for those entrusted with establishing a program as encompassing as a district evaluation program, to understand and work within the contextual setting of their organization. In dealing with organizational context Rosenblum and Louis (1981) present two major approaches which explain how new ideas are adopted or rejected by members within an organization. One approach espouses the concept that all activities within an organization are a result of active, rational choices being made by the members. The

success of an implemented change under these circumstances depends upon "the degree to which needs are appropriately assessed, plans generated, consensus developed among those who make the changes, and resources accumulated to support the plan of action" (Rosenblum & Louis, 1981, p. 22). This rational view emphasizes the fact that change is a logically organized process but pays little attention to the context within which the process takes place. Therefore, Rosenblum and Louis offer a second approach to change called the 'natural-systems approach'. The natural-systems view makes the assumption that many nonrational elements operate when we try to enact a change and thus the outcome of the change process can never be totally predicted. Rather, change is a "negotiated process involving mutual adoptions of the innovative objectives" (Rosenblum & Louis, 1981, p. 23). In striving for this mutual adoption, understanding the organization's norms and climate and its formal and informal structures, becomes vitally important.

To this end, there is much written on the culture and social systems operating within the school setting. Sarason (1971) writes about change and the influence of the school culture and states that change must be appropriate to the context in which it is to apply and must mirror the complexities of that particular social setting. As well, Sarason (1971, p. 48) points to the intent of change as that of "reorganizing the relationships among those who are affected by it". Fullan and Park (1981) support this focus on the human element within the organization when they state that change agents too often overlook, or are not concerned with the behaviors, beliefs and skills displayed by the

organization's membership. Fullan and Park (1981) also feel that these agents seldom reflect upon the fact that any program changes they set in place bring about inevitable changes in actual role functions and in perceived role expectations. The thrust of such arguments is that since it is what people do and think that determines the outcome of a planned change, change agents must work more consistently in trying to affect people and people behavior. Gross, Giacquinta and Bernstein (1971, p. 16) maintain that "the extent to which organizational members have changed their behavior so that it is congruent with the behavior patterns required by the innovation, illustrates the level of success of the change". William (1966) concludes this discussion on the importance of understanding the organizational context by stating that it must be remembered that the culture of an organization works both for, and against, change. The desire for change, and commitment to the status quo, operate at the same time and therefore it becomes evident that introducing a new program involves a carefully and considered 'assault' on the entire organizational context. This 'assault' is mediated by both rational and nonrational factors and can only be accomplished successfully if it is wisely managed and allowed to develop over an extended period of time.

Evaluation and Leadership

The essence of leadership, and what accounts for effective leadership, has been a focus of study by a host of writers and researchers. Often the success or failure of an organization is attributed to the leadership which has been provided. Leaders are seen as having the

ability to redirect the organizational goals and objectives through their selected actions (Campbell et al., 1983). Some writers define the main aspect of effective leadership as that of influence. Gunn, Holdaway and Johnson (1988, p. 1) refer to this as "the interpersonal influence of one person over others, exercised in order to attain a specified goal or goals". Influence can also be seen as a form of power, and power is the most commonly recognized attribute of leadership. However, power is seen as a relationship or interaction among people and thus becomes a reciprocal process (Burbles, 1986). Burbles (1986, p. 97) explains that "power relations are two-way relationships even if the power of one actor or party is minimal compared to another". Power is an interplay between people and has to do with negotiated levels of autonomy and dependence. For example, leaders might choose to exercise their power in the form of dominance or coercion but the reciprocal reaction of the followers might be to counter this power with resistance or at the very least, acquiescence. As is stressed by Burbles (1986, p. 104), power is not simply a matter of getting people to do things or not to do things, but rather it is "an intricate relationship of human attitudes and activities set against a background of conflicting interests".

A third dimension of leadership is that of management. To manage is to direct and control both human and material resources toward accomplishing a set purpose or goal. Though the terms leadership and administration are seen as interchangeable, management is viewed as a separate concept. Foster (1986) notes that the distinction is basically

one of scope. Leadership is seen as a broader concept and one that incorporates management. Hersey and Blanchard (1977) believe that leadership involves the attempt to impact the behavior of an individual or group regardless of the reason, while management is a special kind of leadership where the reason for action is to meet organizational goals. Where it might be said that good managers are not necessarily leaders, it is accepted that leaders must be seen to have the skills of good managers. Managerial skills have been outlined as being those of planning, organizing, motivating, managing conflict and controlling (Campbell et al., 1983). Of these, one of the important management skills needed by leaders is that of control for it is within the exercising of control that an effective leader sets in place a process highlighting crucial decision points. In order to make such decisions, the evaluation process must be utilized for it is through evaluation "that accomplishments are compared to original goals and thereby adjustments made when outcomes have deviated from expectations" (Hersey & Blanchard, 1977, p. 5). It can be said then, that the utilization of an effective evaluation process is a form of management control.

In summary, effective leadership encompasses the concepts of influence, power and organizational management. Utilizing the evaluative process enables leaders to be more effective in their overall organizational management and control.

LEADERSHIP

The Superintendent as District Leader

Superintendents are designated as chief executive officers for their school districts. They are either locally selected, as has been most common in Alberta since the amended School Act of 1968, or they may be appointed by the Provincial authorities upon request or under special circumstances. The superintendents are directly responsible to their school board for all school district business. As well as being controllers, guiders and monitors of the accepted community will, superintendents are also expected to ensure that the implementation of new ideas occurs in order for the district to remain vital and progressive. Maertz (1968) emphasizes the importance of the superintendent's role and states that the superintendent holds the most crucial and yet most difficult public position in education. Campbell (1969), in his study, highlights a statement made about the role of the superintendent by the American Association of School Administrators. It reads, "If a school superintendent lacks vision and falls short in his commitment to the schools, a generation of youth misses its opportunity to develop its full potential and every facet of community life suffers" (Campbell, 1969, p. 26). Studies on the superintendency indicate that this person must possess a variety of competencies in order to fulfill the role of district leader. One such study conducted by Campbell (1969), found that the following competencies were selected consistently

by both superintendents and board trustees as being the most important ones for a superintendent to possess. They are:

a) skill in getting people to work harmoniously as a functioning and purposeful group; b) skill in leading group discussions without dominating; c) belief in the usefulness of groups in the solving of common problems; and d) skill in arousing interest and stimulating staff to purposeful activity in improving instruction. (Campbell, 1969, p. 42).

A study on school superintendents by Murphy and Hallenger (1986) is also of interest for it examines if the superintendent is an instructional leader and if this person does indeed influence the level of student achievement within a district. Specific instructional management practices of superintendents were focused upon. The results of this study suggest that "superintendents in instructional effective school districts are more active instructional managers than previous descriptions of superintendents would have led us to expect, and in particular, coordination and control of the technical core appears more systematic in these districts" (Murphy & Hallenger, 1986, p. 213). The direct and indirect leadership skills used by superintendents to achieve this coordination and control were found to be, "their influence in establishing procedures for staff selection, their personal responsibility taken for the supervision and evaluation of principals, and their efforts in establishing regular district instructional and curricular monitoring" (Murphy & Hallenger, 1986, p. 220).

However, other researchers are not as unequivocal about the superintendent's direct influence or impact as a district leader. These researchers do not question the role's potential, but rather,

they express the view that there is little evidence to show this potential is met. For example, Ryan (1984) in his research found that superintendents are consistently distracted from their prime responsibilities as district leaders because too frequently they become involved in 'mess management'. Ryan (1984, p. 6) defines this as "the syndrome of ineffectiveness which is characterized by the solving of one problem and then running on to the next one". As well, the type of person who fills the role of superintendent has much to do with the way a district operates since the superintendent's personality can create problems. McLaughlin and Pfiefer (1986), when doing extensive studies into teacher evaluation, drew upon the research by Argyris (1982) which shows that when an organizational leader is distant and closed, the result is increased bureaucratization and reliance on rules throughout the entire organization. Such an organizational climate is not conducive to the type of cooperation, collaboration and joint decision-making needed to successfully introduce and implement changes. More specifically, McLaughlin and Pfiefer (1986) explain that when a district is dealing with an evaluation program, it is important that the superintendent actively promote openness and trust by example. Goldhammer (1971), in his research on educational leaders, writes that the problem may be that superintendents do not have the necessary knowledge and techniques needed to deal with today's emerging changes and complexities surrounding human relationships in the work place. This is echoed by Campbell (1969, p. 27) when he states that "the demands of the present and future to be placed upon the superintendent will

ultimately require the person to possess very sophisticated understandings in a wide range of areas".

It is evident from the available research and literature that the role of the superintendent is a very important one for it has within it the potential to impact upon the functioning of a school district in a significant manner. The success of district initiatives, such as a district school evaluation program, are heavily dependent upon the importance placed upon them by the superintendent and the amount time and resources he or she directs toward them.

The Principal as Leader

The role of the school principal has been of continual interest to writers and researchers for the last several decades. The role of school-based administrators and the type of skills they must possess in order to fulfill this role, have been extensively researched. Goldhammer (1971), in his study of the elementary school principal, concluded that so many demands and expectations surround the principalship that it becomes difficult to delineate the actual role functions. For example, are principals to be considered managers or educators; are they to serve as change agents or organizational maintainers; are they expected to identify new organizational needs; or are they to keep on the accepted community track? In explaining the difficulties within the principalship, Goldhammer points out that there are three levels to an organization such as a school district. These levels are: "the institutional, which deals with relationships

of the organization to society; the managerial, which directs, coordinates planning and evaluation; and the technical, which has to do with production and the basic work or services offered by the organization" (Goldhammer, 1971, p. 25-6). Superintendents operate most consistently at the managerial and institutional levels since they are responsible for the relationship of the organization to society, attending to appropriate legislative operations and for overall direction, control and planning for the district. The principal's role overlaps at the managerial level and extends very definitely to the technical level. The overlap at the management level is seen as important for through it the principal can successfully link the school to the district. However, it is at the technical level of organization that the principal's role becomes especially important for it is here that the actual goals of the organization are achieved. Goldhammer (1971, p. 26) believes that "the true significance of the role of principal is in the fact that this person is the prime individual who manages the process through which goals are affected, policies are implemented and satisfaction or dissatisfaction with school programs is secured".

Leithwood (1986), in a study on the role of secondary principals, writes about the significance of the principal's role in very practical terms, that is, the recognizable impact upon students and staff. Leithwood found that principals did impact upon teacher and student behaviors in a significant manner. Effective principals achieved this by being problem solvers, program managers, being adept

at interpersonal relations, and by showing concern for maintaining a positive climate in the school (Leithwood, 1986). This concept of the principal as prime influencer is important. Achilles and High (1986) did a study on the amount and type of influence principals were perceived to exercise, and the results show that principals tend to influence others by adopting a combination of leadership behaviors. These behaviors are identified as referent, expert, enabler, coercer, legitimate authority, norm setter and involver. It was further found that principals of high achieving schools "provided more extensive leadership because they exhibited six of the seven behaviors to a significantly higher degree than did principals of the other schools" (Achilles & High, 1986, p. 117).

In spite of such research, the true impact of the principal's leadership is still questioned by some. Gunn et al. (1988, p. 1) make reference in their study to a quote by Allison (1983) who stated: "...principals are, in effect, more of a tool of their hierarchy and political masters than autonomous heads of educational institutions: pawns rather than princes". Rosenblum and Louis (1981) examined the principal's role in innovation and change and found that principals had only a limited impact on the implementation of district-wide changes. Two possible reasons for this are given as role ambiguities and the divergent expectations placed upon the principal by teachers, parents and district office. This is consistent with the view of Louks-Horsley and Hergert (1985) who say that though the principal may be an important educational figure and impact upon the results of the

organization, the principal is not the 'key' to school improvements. They agree that "the principal alone is seldom able to ensure the success of a school improvement effort, for too often principals can be worked around" (Louks-Horsley & Hergert, 1985, p. XI). It should be noted however, that though the realities of the principalship are discussed, there is little doubt expressed that the potential within this role, for both school and district leadership, does exist. Goldhammer (1971, p. 173) emphasizes that "it is essential for school-based administrators to take part in district-wide leadership, but in order for this to occur it must be decided whether the principal is to be an expert in bringing about educational improvement or an expert in plan management and administrative detail". As well, Huberman (1973, p. 44) points to the potential within the principal's role for impacting upon educational change and improvement by saying "The principal's influence on the adoption of changes increases with the frequency with which he is seen engaged in offering constructive suggestions to teachers, bringing educational literature to their attention, talking to them about their personal and professional activities, or, showing that he knows what was going on in a classroom". It would seem then, that in spite of various factors which mediate to limit the strength of the principalship, the principal is still in a key position to guide the process of change and the implementation of the overall strategies that ultimately will influence the success or failure of an educational program (Goldhammer, 1971).

To summarize, the superintendent of schools and the school principal have the potential to positively impact upon the manner and degree of success a school district achieves. The leadership provided by those who fill these two positions is especially crucial to the implementation and subsequent success of any proposed changes undertaken in the district. Working at their various levels of leadership, both the superintendent and principal must combine their efforts to attain system goals. Rosenblum and Louis (1981) note that real change in schools requires school-based leadership from the principal, plus district leadership from its chief-executive administrator, the superintendent.

EDUCATIONAL EVALUATION

Effective Programs of Evaluation

One very dominant theme in the literature pertaining to effective educational evaluation has to do with methodology. Importance is placed upon the need for a rigorous planning process which must precede the implementation of any program of evaluation. In support, researchers such as Berk (1981) observe that the criticism most consistently voiced against evaluation programs has to do with their faulty design and/or improper utilization of locally developed evaluation models. Berk (1981, p. 1) comments that too often evaluation is "viewed as a necessary evil, conducted to please someone else, with little apparent relevance to local programmatic concerns".

Bolton (1980, p. 7) expresses the same concern by stating that "the trend to evaluation has permeated our life to such an extent that everyone, in spite of expertise, or the lack of, is now an evaluator". But of even greater concern is the fact that those most affected by the evaluation program often do not see how the process will serve a useful purpose. What difference will it make at the school and class levels? Bolton (1980, p. 7) warns, "unless it is perceived by the members of the organization that the evaluation program will contribute directly to accomplishing the goals of the organization, it will be seen as a useless, time consuming ritual".

This concept of honesty or reality of design, is seen as vitally important. For example, Borg and Gall (1983) write about responsive evaluation which is a process of evaluation that ensures the concerns and issues of the stakeholders have been recognized and taken into account as the evaluation is planned and implemented. They stress that evaluation must be seen to be of direct benefit to those most affected by it if commitment to the process is to be achieved. The process must serve a perceived need, must be well planned and must be guided and implemented by individuals with recognized expertise. Stake's Responsive Evaluation Model (1975) is based upon this premise. It stresses that an effective evaluation process must focus on the concerns and issues of the stakeholders (Madaus, Scriven & Stufflebeam, 1983). A barrier to this is cited by Sarason (1971, p. 221) when reference is made to "the tendency for proposals to emanate from on high without taking into account the feelings and opinions of

those who must implement the changes i.e. the teachers". When this occurs much is lost for it is within the 'buy-in' to a process that many long term benefits of a change are realized. How does this 'buy-in' occur? Fullan and Park (1981) cite the inclusion of the stakeholder groups at the planning stage of the program as one vital way by which this is accomplished. This type of involvement allows for members of an organization to learn about the change, have input into its initiation and become meaningfully involved in its implementation and evaluation. As Fullan and Park (1981, p. 26) reveal, "the ultimate goal of implementation is not to implement x or y but to develop the capacity for systems, schools and individuals to process all innovations and revisions". The concept of building a strong foundation through collaboration is brought forward by Rosenblum and Louis (1981) as well. They write, "If the goal is to attain a system-wide innovation program, it will first be necessary to build a tradition of cooperative activity within schools and within the district as a whole" (Rosenblum & Louis, p. 102). In order to accomplish this, leadership and effective communications become critical factors.

Leadership and the Communication Process

As has been previously discussed, effective leadership is necessary at both the school and district levels if a program such as a district school evaluation program is to be successfully implemented.

Superintendents are an important element in this process for they can use their pervasive influence to guide decisions, their skills in

negotiation to maintain group commitment and their ability to organize in order to ensure overall planning and coordination (Rosenblum & Louis, 1981). But researchers point out that though strong and concentrated leadership is necessary at the superintendent's level, it is also essential to have a level of leadership operating which is seen to be closer to the members of the organization. In the educational setting this refers to the school principal. For example, the principal through both explicit and implicit action, has the power to relate to the staff the importance of the new program. However, the key to successful leadership on the part of both the superintendent and the principal, relies heavily on their ability to communicate effectively with people. This assumes that district leaders will ensure that they acquire and practice the skills of effective communicators and that they will see that channels of communication are established within, and between, all levels of the organization. It is only through such open communication links that important messages such as the district's goals are shared, new ideas diffused, decisions made and input into these decisions assured. When Russell et al. (1973, p. 106) make the statement that "the role of evaluation is to stimulate thought and discussion and become a basis for making decisions", the underlying assumption is once again, that effective communication links have been established in order to make discussion and decision-making between individuals and groups possible. Fullan (1982) stresses the importance of communication by writing that no innovation or change can be accepted let alone assimilated, unless its meaning is shared and understood. Similarly,

Mansfield (1967, p. 26) concludes that "there is a definite relationship between the effectiveness of a decision and the extent to which it is communicated to those who will be expected to take action upon receiving it".

It must be understood however, that effective communication does not refer only to the effective use of spoken and written language. Rather, it refers to a wide array of skills required in understanding how to work, relate and interact with people. The concept of trust and belief in people, and the ability to communicate this trust and belief, is central to good leadership at the school and district levels. It also must encompass the ability to understand how another person might feel about a certain situation and to recognize and give credence to these feelings. This is especially important when dealing with such a potentially stress-laden process as an evaluation program. Bolton (1980, p. 19) explains, "Since there is this impact on the interrelationship between evaluator and evaluatee, one should recognize it as a part of the reality being dealt with and not try to ignore it". It might be said that to ignore those feelings which surround evaluation, such as stress, insecurity and the need for trust, will lead to a host of people-based problems. This issue is clearly dealt with by Louks-Horsley and Hergert (1985) in their Concerns-Based Adoption Model (1979). At each stage of the model, the evaluator is directed to recognize specific feelings that the evaluatee will exhibit. These feelings range from self-centered concern in stage one, "What is it and how will it affect me?", to task

concern at stage two, "How do I do it?" and finally, impact concern at stage three, "Are the children learning and how might I do this better?". A leader who is people oriented must be perceptive enough to recognize these feelings during the evaluation and must have the skills needed to help teachers deal with such concerns. Wiens (1967, p. 43) points out that "principals with innovative staffs were more in tune with their teachers' feelings and values about education and better informed about their informal relationship than other principals". Therefore, if a leader wishes to create an atmosphere of trust and respect, it behooves him or her to become well acquainted with staff members and to take into account staff needs, problems, motivations and fears. Effective leaders realize that not only information, but attitudes are transmitted between individuals and groups as communication occurs (Morgan, 1977). This means that both the superintendent and the principal must cultivate the skills of human relations and effective communication in order to be the type of perceptive, caring leaders today's educational organizations are in need of.

SUMMARY

In this chapter literature has been selected in order to highlight certain concepts and educational issues related to the monitoring and evaluation of effective school services. Included has been information on the role of evaluation for the purpose of accountability and as a means to ensure organizational improvement.

To better understand the impact of an evaluation program, reference has been made to the concept of change and the importance of understanding the organizational context in which the evaluation occurs. As well, effective leadership and the importance of the communication process have been dealt with at some length.

CHAPTER III

RESEARCH DESIGN

The purpose of this chapter is to provide information on the research techniques applied in the study. Included is a description of the data collection instrument, details of the population and the samples selected for study, the pilot study and the methods employed in the collection of data. A summary of the analytical techniques used in the data analysis completes the description of the overall research design.

INSTRUMENTATION

The instrument used to gather data was a questionnaire sent to teachers, assistant principals, principals and district office administrators. The questionnaire was constructed by the researcher to ensure that the data gathered would be specifically pertinent to the research problems set out for investigation. The questionnaire was comprised of a short demographic section in Part One, 63 closed-response statements in Part Two, and three open-response questions in Part Three. The 63 closed-response statements were further organized under 6 categories. The number of items within each category varied from 8 to 18 items. Respondents were asked to indicate their level of agreement with each statement by using a 5-point Likert-type scale. Part Three contained 3 open-response questions which served to give respondents the opportunity

to further explain their viewpoints and to allow for specific suggestions and viewpoints to be shared. A copy of the instrument can be found in Appendix B.

Procedure

Permission to pilot the instrument and to distribute the final questionnaire was requested of the Superintendent of Schools for the district. A formal letter was directed to Superintendent specifying the purpose of the study and the procedures to be followed for data collection. Permission was granted and the Superintendent notified all the school-based administrators of the pending pilot testing and eventual survey. A copy of the researcher's request letter was attached to the superintendent's memo. Both documents have been included in Appendix A.

Pilot Study of the Instrument

A two-phased pilot study was conducted on the instrument before the actual data collection commenced. In each phase those asked to critique the questionnaire were selected on the basis of their being representative of future participants in the actual study. For example, a selected number of teachers, school-based administrators and district-office administrators were asked to critique the instrument. Colleagues and staff members in the Department of Education Administration at the University of Alberta were also asked to evaluate the instrument in order to further ensure that potential difficulties would be identified and rectified.

The aim of the first phase of the pilot study was to test the basic structure or format selected for the instrument. For example, categories to be covered, use of open-response statements and the utility of the selected rating scale, were focused upon. The second phase of the pilot involved a fully developed instrument and called for a very detailed evaluation to be completed by the fifteen participants. At this stage of instrument refinement, it was imperative that the researcher receive feedback as to clarity of statements, the succinctness of language and the suitable ordering of each of the items. Perceived redundancy of statement intent and the best categorization of items were specific concerns addressed at this stage of the pilot. The aim was to ensure, as much as possible, that each statement and question would convey the same intended meaning to all participants.

Pilot Study - Results

The following summary of comments have been compiled to convey the essence of the feedback received from participants who piloted the instrument.

1. The 5-point rating scale used for the closed-response statements was seen to be applicable to the study.
2. Attention was drawn to a number of questionnaire items since the pilot participants felt the wording of those particular statements tended to lead the respondent.

3. Redundancy of statements was annotated most often by reviewers in both phases of the pilot study. The problem centered on statements that conveyed similar intent but appeared under two different sections of the questionnaire. These statements were very carefully re-worded or deleted.

4. The open-response questions in Part Three of the instrument drew very few comments from the evaluators of the questionnaire. The comments that were shared reflected the perception that the open-response items were too similar to the close-response items in Part Two. As a result, a complete re-working and re-testing of this section took place.

5. The length of the questionnaire was a concern for most of the reviewers and in response, many statements in Part Two were deleted. As well, the open-response questions in Part Three were delimited to three in number.

Summary of the Pilot

The pilot study of the instrument was carried out in order to provide some assurance as to the validity and reliability of the selected statements and questions as well as the suitability of the designated rating scale. A two-phase pilot study was undertaken in order to accomplish this. The feedback received during both phases of the pilot afforded the researcher much useful data which ensured that necessary changes and modifications to the instrument were made.

Final Questionnaire Format

1. Part One: Demographics

The respondents were asked to indicate their present major assignment in the school district, their assigned teaching level, their total years of experience and the year, or years in which they participated in a district school evaluation. Anticipating that there would be some district staff who were never involved in an evaluation, a space was provided to have this noted and directions given to return the incomplete questionnaire. The demographic section of the questionnaire was not extensive since only basic demographic information was seen to be necessary in order to do meaningful data comparisons during the data analysis phase of the research.

2. Part Two: Closed-Response Items

Part Two of the questionnaire consisted of clustered statements organized under six category headings. The intent of the items contained in the six categories was to elicit the following information: perceptions on the purpose of the district school evaluation program; the level of understanding on how the program was initiated and implemented; feelings and concerns about being involved in the evaluation process; perceived outcomes of the evaluation; and reactions to possible changes to the present evaluation program. Each statement was worded in a manner which would allow the respondents to rate their level of agreement with the item by using a Likert-type rating scale. The scale consisted of four intervals from 'strongly

disagree' to 'strongly agree'. A fifth interval of 'undecided' was also included. After each category of statements, space was provided for comments. In total, Part Two of the questionnaire contained 63 statements.

3. Part Three: Open-Response Questions

The intent of the three open-ended questions in Part Three was to encourage a freedom in response and yet to elicit information that would more fully explain or support responses given in Part Two. Question #1 prompted respondents to express their general impressions and feelings with respect to the district school evaluation program. Question #2 asked for specific examples as to how the district evaluation program might be improved, and question #3 dealt with the respondent's view on what factors tend to enhance staff commitment to district-wide initiatives such as a district school evaluation program.

POPULATION AND SAMPLE

This section has been included in order to supply the necessary amount and type of information which would be needed for future replication of the study. A suitable description of the population, intact groups and the sample drawn upon for the study, is given. Each element of the sampling procedure has been briefly described, reasons given for the selection of certain intact groups and an explanation provided as to the use of the stratified-random technique in the selection of prospective teacher respondents.

Description of the Population

This study was conducted with the professional staff of the St. Albert Protestant Separate School District #6. It is an urban district with 12 schools serving 5,500 students, kindergarten to grade 12. The total teaching and administrative staff at the time of the study numbered 314. This included 281 teachers, 14 assistant principals, 12 principals and 7 district office administrators.

Administrators' Group

For the purposes of this study it was necessary to have input from the assistant principals, the principals and the district office administrators. Since the numbers within each of these three groups ranged from 7 to 14, and were considered small, the total membership of each group was therefore surveyed.

The Teacher Group

The number of district teachers was sufficiently large to allow for the use of a representative sample. Random selection was followed using a random numbers chart. To ensure that the sub-groups of elementary, junior high and senior high staff members were proportionately represented, the stratified procedure was applied. A sample for the teachers was set at 35 percent. No differentiation was made between half-time and full-time teachers.

Table 1

Frequencies and Percentage Distribution of Respondents by Group

Group	Total Number	Number Surveyed	Percentage Surveyed
Teachers	281	99	35.23%
Ass't.Prin.	14	14	100.00%
Principals	12	12	100.00%
D.O.Admin.	7	7	100.00%
Totals	314	132	42.04%

DATA COLLECTION

Method of Data Collection

In order to secure the cooperation of all persons involved in the study, the purpose and procedures of the data collection were first presented to the Superintendent of Schools for the district. After permission to proceed was granted, a letter explaining the study was then sent to the school-based administrators and indicated the Superintendent's approval and support. A further covering letter was attached to each questionnaire which carefully outlined the purpose of the study, who the participants were, the information sought, how the subsequent data would be used and the ethical provisions under which the researcher would operate. A time line of four weeks for questionnaire return was specified. A reminder letter was sent just prior to the four week due

date and a further 10 days were allowed to elapse before formal data analysis was started.

Problems Encountered in Data Collection

No significant problems in data collection were encountered, however, some mediating factors within the district might have influenced the willingness and enthusiasm of participants to respond. The last two weeks designated for questionnaire return coincided with the district's staff transfer period. Staff relocation can be a somewhat disruptive and emotional occurrence and might have had an effect on the number of returns and on the subsequent quality of responses.

ANALYSIS OF THE DATA

Data presented in this study are both descriptive and comparative in nature and relate directly to the problems and sub-problems as stated in Chapter I. Of interest to the researcher were the responses to each questionnaire item according to group and sub-group affiliation. To achieve these findings both parametric and nonparameteric analytical procedures were applied to the data. This was acceptable since the research design did satisfy the parametric assumptions of normal distribution of scores, equal population variance and the use of scores derived from a measure that had equal intervals.

THE RESPONSE

Of the 132 questionnaires distributed, 85 usable questionnaires were received for a response rate of 64.39 percent. The profile in Table 2 indicates the distribution of responses across the four responding groups. Although a return of 100 percent was not realized, the actual return of 64.39 percent was considered sufficiently high to be representative of the population. Since no pressure of any kind was brought to bear on potential participants, the number of people who chose to return the questionnaire can be viewed as a confirmation of the worthwhile nature of the study.

Table 2

Frequencies and Percentage of Usable Returns by Group

Group	Possible Returns	Actual Returns	Usable Returns	Percentage of Usable Returns
Teachers	99	65	56	56.57%
Ass't.Prin.	14	11	11	78.57%
Principals	12	12	11	91.67
D.O.Admin.	7	7	7	100.00%
Total	132	95	85	64.39%

ANALYTICAL TECHNIQUES

The data realized from Part One and Two of the questionnaire were analyzed using the University of Alberta computer services. The open-response questions in Part Three were content analyzed on a

personal computer. The following information is annotated to indicate in detail the type of analytical procedures which were applied in both instances.

Demographic Information

Frequency counts and frequency percentages were provided with respect to data indicating present assignment, major assignment, years of experience and number of years of involvement with the district school evaluation program. Feedback on the years of involvement was further analyzed to determine whether there were any emergent patterns.

Chi-Square and an Analysis of Variance (ANOVA) were also applied to the data for purposes of group and sub-group comparisons. It must be noted that three rather than four teacher sub-groups were used for analytical purposes. Since only three respondents indicated an elementary-junior high major assigned level, this category was eliminated and the remaining three sub-groups of elementary, junior high and senior high teachers, were retained.

Closed-Response Items

The data gained from Part Two of the questionnaire were analyzed and produced basic descriptive statistics in the form of mean scores, standard deviations, frequencies and percentages tabulated on the basis of each variable. In order to determine whether group frequencies differed significantly one from another, cross tabulation of the data was accomplished by the application of the Chi-Square procedure.

The one way Analysis of Variation was also completed to ascertain whether any significant differences existed between the means of the four groups (teachers, assistant principals, principals, district office) and the three sub-groups (elementary, junior high and senior high teachers). The F Ratio was seen to be relevant at the 0.05 level of probability, and where this significance occurred, the Scheffe procedure was applied. Matrices resulting from the Scheffe multiple comparison of means indicated the nature of differences in the response patterns of the three teacher sub-groups and which groups were significantly different from each other.

Open-Response Questions

Responses to the three open-ended questions in Part Three of the questionnaire were analyzed using content analysis procedures. Borg and Galt (1983, p. 511) describe content analysis as "a technique which provides for a systematic and quantitative description of the content of a certain communication". They further state, "It considers content frequencies, but also interrelationships among several content variables, or the relationship between content variables and other research variables" (1983, p. 513). The importance of formal content analysis, and that which was recognized in this study, is that content analysis not only produces descriptive information, it also cross validates research findings.

Specifically, content analysis for this study was accomplished utilizing a computer master data base. The responses given for the three

open-ended questions were entered into the data base in a verbatim format. The data were subsequently sorted by question number and further sorted as to group affiliation. The computer print out was then carefully studied, commonalties highlighted and categories designated. Words and phrases conveying similar meanings were then grouped and their frequency of response recorded and tabulation in accordance to each of the four stakeholder groups. The information gained through this tabulation was then added to the data in the corresponding categories of Part Two in the questionnaire. For example, open-response data from question #1 substantiated the closed-response items in category 4, open-response data from question #2 were combined with closed-response items in category 6, and data from question #3 enhanced the closed-response data of categories 2 and 3.

Comments - Part Two

Content analysis procedures were also applied to the comments which appeared at the end of each category in the closed-response section, Part Two. Commonalties were noted and frequencies tabulated. Basically, the same procedure was followed for this analysis as was the case for the open-response questions annotated in the previous paragraph. The resulting data were then added to the pool of information for each corresponding category.

Detailed results of these analyses can be found in Appendix D as well as in their composite formats contained in Chapter Four.

CHAPTER IV

RESULTS OF THE STUDY

The findings as reported in this chapter are based upon the statistical analysis of the closed-response items, content analysis of the comments and open-ended response items, and the background information gained through the document search. These findings have been organized to answer the four main research problems and related sub-problems. Specifically, the results are reported according to the responses given for each section of the questionnaire by the four stakeholder groups, that is the teachers, assistant principals, principals and district office administrators. Where applicable, teacher sub-group response analysis is provided.

The order of this chapter will be as follows. The demographic analysis is presented first followed by information on the stated purpose of the district school evaluation program. Findings on how well the district school evaluation program is understood by the four groups, how it was initiated, the implementation process used, feelings and concerns expressed about the program, perceived outcomes, the evaluation of the program and suggested changes to it, make up the seven main sections of this chapter. A final summary concludes the entire chapter.

DEMOGRAPHIC RESULTS

Present major assignment

Of the population surveyed, teachers comprised the largest percentage of returned responses at 65.9 percent of the total. School-based administrator responses made up 25.8 percent of received responses while district office administrator responses were at 8.3 percent of the total received. Elementary teachers had the highest percentage of response rate at 47.2 percent as compared to junior high and senior high teachers. This information is contained in Table 3.

Total years of experience

Of the 85 respondents, 82 indicated their years of experience on the questionnaire. The range of this experience was from 3 to 34 years. The largest percentage of the respondents were in the category of 11 to 20 years of experience. This information is contained in Table 4.

Number of Involvements With the District School Evaluation

Of the 85 respondents, 71.7 percent indicated only one involvement in the evaluation program and 28.3 percent were involved two or more times. Further analysis showed that of those respondents who participated in the district school evaluation program two or more times, school-based administrators were found to have the highest level of involvement. This information is contained in Tables 5 and 6.

Table 3

Frequencies of Returns and Percentage of Response Rate by Group
Membership

Group	Count	% of Total Responses
Teachers	56	65.9
Ass't.Prin.	11	12.9
Principals	11	12.9
D.O.Admin.	7	8.3
Total	85	100.0

Table 4

Frequencies and Mean Scores by Group Membership Pertaining to Teaching
Experience

Group	Count	Mean (Yrs)	St.Dev.
Teachers	54	13.09	6.33
Ass't.Prin.	11	17.00	5.58
Principals	11	21.90	5.87
D.O.Admin.	6	19.83	3.43

Table 5

The Number of Times Each Respondent Participated in a District School Evaluation

No. of Times Took Part	Frequency	Percentage
1	61	71.1
2	10	11.9
3	9	10.5
4	5	5.9
Totals	85	100.0

Table 6

Number of Times Involved in the District School Evaluation by Group Membership

Group	Count	Frequency	Percentage
Teachers	56	3	12.5
Ass't Prin.	11	9	37.5
Principals	11	7	29.2
D.O.Admin.	7	5	20.8
Totals	85	24	100.0

PURPOSE OF THE EVALUATION

PROBLEM 1: What is the stated purpose of the district school evaluation program and to what extent is the purpose understood by the teachers, assistant principals, principals and district office administrators?

Stated Purpose

The stated purpose of the district school evaluation program can be found in a number of district documents. The most important of these being the school board's Education Policies Manual. Within it, Policy AFAA-R deals with the purpose of the district school evaluation program. This policy statement reads as follows:

The major purposes for school evaluations are:
 Identification of the strengths of district schools, and the practices of these schools, which contribute to their effectiveness. Professional development of district administrators, supervisors and teachers through involvement as members of school evaluation teams. Identification of ways that schools and school staffs can increase their effectiveness. Improvement of communication between, and among, district office and school based personnel. Provision for students and community to provide the Board of Education and the school staff with feedback related to the effectiveness of the school. (St. Albert PSSD#6, 1986, p. AFAA)

Along with these major purposes of the program, the policy also has listed within it eleven standards of school effectiveness which are used in evaluating each school. The complete policy document can be found Appendix E. Each school is evaluated by a selected team for a period of one week. If the school has a large staff, two weeks are set aside for the evaluation. The evaluation team is chaired by the Superintendent of Schools with the assistance of the Associate Superintendent of Personnel and Administrative Services. The team is comprised of the Superintendent, the Associate Superintendent of Personnel and Administrative Services, the Associate Superintendent of Curriculum and Instruction, the Supervisor(s) of Education, the Supervisor of Student Services, district principal(s), district assistant principal(s), a

district teacher and specially selected out-of-district educators. The out-of-district educators may be drawn from other school jurisdictions, Alberta Education or the University of Alberta. The size of the team and the selection of team members is established according to the particular needs of the school being evaluated.

The Superintendent and the two Associate Superintendents meet with the staff of the school to be evaluated prior to the evaluation to discuss procedures and to respond to any staff concerns. The entire evaluation team is introduced to the school staff at the beginning of the evaluation week. Upon completion of the evaluation, a preliminary report is shared with the school administration and suggestions for any corrections, additions and deletions can be made by the school or the evaluation team members. When the revised report is ready for release to the Board of Education, the Superintendent and the two Associate Superintendents meet with the school staff and discuss the outcomes and implications which have been highlighted for the school. A final, proofed report is issued to the school and the Board of Education. A condensed report is made available to the public.

Extent of Agreement With the Stated Purpose

The mean scores of the four stakeholder groups indicated that each group did understand the stated purpose of the district school evaluation program (variable 5) and did agree that such evaluations were a useful method by which school services could be monitored (variable 10). Explanations of the program which were provided by both district office

and school-based administrators were cited as factors which enhanced understanding of the program (variables 6, 12,13). However, the teachers had a significantly lower level of agreement with the stated purpose of the evaluation program as compared to district office administrators (variable 7). In the teacher sub-group analysis it was found that the senior high teachers expressed the lowest level of agreement with this variable. As well, though all the groups agreed that the district evaluation program reflected current educational thought, the senior high teachers disagreed with the statement (variable 9). Tables 7 and 8 list the statistical information on these variables.

Table 7

One-Way Analysis of Variance Between Groups and the Variables Pertaining to Understanding the Purpose of the District School Evaluation Program

	Variables						
	5	6	7	9	10	12	13
Groups							
Teachers	3.98	3.73	3.96*	3.80	3.25	3.28	3.86
Ass't Prin.	4.00	3.73	3.73	4.18	3.45	3.91	3.81
Prin.	4.45	4.18	4.27	4.27	3.91	4.27	4.36
D.O. Admin.	4.70	4.13	4.86	4.43	4.43	4.29	4.43

* Significant at p 0.05

Table 8

One-Way Analysis of Variance Between Teacher Sub-Groups and the Variables Pertaining to Understanding the Purpose of the District School Evaluation Program

Sub-Group	Variables	
	7	9
Elementary	4.00	4.00
Junior High	4.21	4.07
Senior High	3.36*	3.21*

* Significant at p 0.05

Twenty-four respondents chose to make comments with reference to their understanding of the stated purpose of the district school evaluation program. Only those comments expressed by five or more respondent are summarized below. A complete summary of comments and their frequency counts are included in Appendix C.

1. Eight respondents suggested that there was a need for more clarity of purpose and/or explanation as to the value of the program.
2. Six respondents indicated that they understood the stated purpose of the program but had doubts whether the stated purpose was the real purpose.
3. Five respondents commented on the need for new staff members to be better informed of the purpose of the program.
4. Five respondents suggested that there was a need for continual promotion to ensure everyone did in fact understand the purpose of the district school evaluation program.

INITIATION OF THE PROGRAM

Sub-Problem 2.1: Were any problems identified during the planning and initiation stage of the district school evaluation program which affected how the program was perceived?

Sub-Problem 2.2: To what extent was information on the proposed district school evaluation program shared with the major stakeholder?

The four responding groups agreed that the district school evaluation program had been tailored to meet district needs (variable 11) and that adjustments to it had occurred during its implementation (variable 19). As well, the responses from the four groups indicated that the staffs felt prepared for the evaluation (variable 17) and that the written communication from district office contributed to this feeling of readiness (variable 18). However, teachers and assistant principals did not agree that the program was a result of collaborative planning (variable 8). For example, the teachers indicated a significantly lower level of agreement with statements pertaining to perceived level of input (variable 14), district office willingness to listen (variable 15) and having access to information on the program prior to its implementation (variable 16). Within the teacher sub-groups, the senior high teachers did not agree that the evaluation program was tailored to meet district needs (variable 11) and indicated only marginal agreement with the statement that the program had been adjusted during implementation (variable 19). Tables 9 and 10 contain statistical information on these variables.

Table 9

One-Way Analysis of Variance Between Groups and the Variables Pertaining to the Initiation of the District School Evaluation Program

	Variables							
	8	11	14	15	16	17	18	19
Groups								
Teachers	2.95	3.50	2.11*	2.80*	3.16*	3.67	3.61	3.70
Ass't Prin.	2.18*	3.82	3.18	2.91	3.55	4.00	3.91	4.09
Prin.	3.82	4.27	3.64	3.90	4.55	4.64	4.09	4.27
D.O. Admin.	3.67	4.43	3.43	4.56	3.57	4.14	4.29	4.57

* Significant at p 0.05

Table 10

One-Way Analysis of Variance Between Teacher Sub-Groups and the Variables Pertaining to the Initiation of the District School Evaluation Program

	Variables	
	11	19
Sub-Group		
Elementary	3.88	3.84
Junior High	3.43	4.00
Senior High	2.93*	3.21*

* Significant at p 0.05

IMPLEMENTATION

Sub-Problem 3.1: To what extent do the teachers, assistant principals, principals and district office administrators vary in their perceived

level of readiness for participation in the district school evaluation program?

Sub-Problem 3.2: Which activities strengthened the implementation process?

An analysis of the closed-response questionnaire items indicated that members of all four groups felt that they were adequately prepared for participation in the district school evaluation program (variable 21). The four groups agreed to strongly agreed that classroom observations (variable 25), including a teacher on the evaluation team (variable 28) and using out-of-district team members (variable 29) strengthen the implementation process. Strong endorsement was given for the use of parent questionnaires (variable 32) and the Superintendent's recommendation and commendation report format (variable 33). The assistant principals disagreed that the number of evaluation team members a teacher had to see was reasonable (variable 30). This statistical data is contained in Table 11.

The elementary teachers had some reservations as to the use of student interview feedback with a mean score for this item that was significantly lower than the score of the senior high teachers (variable 31). As well, the senior high teachers disagreed that the evaluation team members were knowledgeable in curriculum and instruction (variable 26) and disagreed that the selection of team members was appropriate for the task (variable 27). The mean scores for the senior high teachers

for these items were significantly lower as compared to the other two teacher sub-groups. This information is contained in Table 12.

Table 11

One-Way Analysis of Variance Between Groups and the Variables Pertaining to the Implementation of the District School Evaluation Program

	Variables								
	21	25	26	27	28	29	30	32	33
Groups									
Teachers	4.00	4.21	3.29	3.61	4.64	4.16	3.98	4.00	4.11
Ass't Prin.	3.64	3.82	3.27	3.82	4.09	4.09	2.91*	3.55	4.55
Prin.	4.18	4.36	3.55	4.27	4.82	4.00	3.36	4.36	4.64
D.O. Admin.	4.14	4.43	4.29	4.57	5.00	4.86	4.14	4.86	4.71

* Significant at p 0.05

Table 12

One-Way Analysis of Variance Between Teacher Sub-Groups and the Variables Pertaining to the Implementation of the District School Evaluation Program

Sub-Group	Variables		
	26	27	31
Elementary	3.72	3.84	3.40*
Junior High	3.14	3.86	4.07
Senior High	2.64*	3.00*	4.36

* Significant at p 0.05

Sub-Problem 3.3: What role did school-based administrators and district office administrators have in the implementation of the program?

Responses from the four groups indicated that district office administrators did assist in the effective implementation of the evaluation program by meeting with school staffs prior to an evaluation (variable 20), by providing written information on the program (variable 22), and, by taking part in interviews with staff members (variable 24). Of the four groups, the teachers had the lowest level of agreement with the statement that school-based administrators helped prepare the staff for the evaluation and varied significantly with the responses given by the principals for this item (variable 23). Statistical details are contained in Table 13.

Table 13

One-Way Analysis of Variance Between Groups on Variables Pertaining to the Role of Administrators in the Implementation Process

	Variables			
	20	22	23	24
Groups				
Teachers	4.32	3.77	3.98*	3.98
Ass't Prin.	4.27	3.82	4.09	3.91
Prin.	4.64	4.18	4.82	4.55
D.O. Admin.	4.86	4.43	4.57	4.86

* Significant at p 0.05

The following opinions on the implementation process of the district school evaluation program were noted by five or more respondents. A complete summary of this information is provided in the Appendix C.

1. Seven respondents voiced their concern with regard to the reliability and validity of the student interview questions.
2. Seven respondents questioned the impact of the recommendation statements in the Superintendent's report since, in their view, all the reports were overly positive.
3. Five respondents expressed the view that the evaluation team members needed to have more expertise in the curriculum area.
4. Five respondents had concerns with regard to the professional and ethical implications arising from the discussions held with the Superintendent or Associate Superintendent.

FEELINGS AND CONCERNS PERTAINING TO THE EVALUATION PROGRAM

Sub-Problem 4.1: What are the feelings and concerns expressed by the four stakeholder groups with respect to their participation in a district school evaluation program?

With the exception of the principals, all the groups agreed that they felt apprehensive before the evaluation (variable 34). All four groups agreed that once the evaluation was underway they were less apprehensive (variable 35). The communication from district office (variable 36) and the efforts of the school administrators (variable 38) were cited as factors which lessened this apprehension. All four groups strongly

agreed that the evaluation team worked at reducing staff anxiety by creating a collegial atmosphere during the evaluation (variables 37, 40). Though there was agreement on the part of all four groups that there were open and honest communications during the evaluation, the teachers had a significantly lower level of agreement with the statement as compared to the district office administrators (variable 39). Though all four groups agreed that they had positive feelings about the evaluation, the senior high teachers disagreed significantly with both elementary and junior high teachers responses on this item (variable 41). Table 14 contains this statistical information.

Table 14

One-Way Analysis of Variance Between Groups and the Variables Pertaining to the Perceptions Held of the District School Evaluation Program

	Variables							
	34	35	36	37	38	39	40	41
Groups								
Teachers	3.39	3.60	3.02	4.13	3.34	3.46*	3.43	3.30*
Ass't Prin.	3.18	4.50	3.36	4.27	3.80	3.64	4.00	4.09
Prin.	1.82*	3.44	2.82	4.09	4.18	4.18	4.09	4.27
D.O. Admin.	3.14	4.71	4.29	4.57	4.43	4.57	4.43	4.30

* Significant at p 0.05

The following statements summarize the comments shared by surveyed respondents regarding their feelings and concerns with the district school evaluation program. Only comments expressed by five or more

respondents are listed below. The Appendix C includes the complete summary of comments for this category.

1. A total of seventeen respondents, representing all four groups, expressed a positive feeling toward the district school evaluation program.
2. Fifteen respondents, representing teachers, assistant principals and principals, felt that more follow-up activities were needed after a school evaluation was completed.
3. Of the fourteen participants who indicated that the evaluation was stressful, intimidating or threatening, thirteen were teachers and one an assistant principal.
4. Six individuals noted concerns over the cost of the evaluations.
5. Six individuals, representing all four groups, felt that the school evaluation was a learning experience.
6. Six respondents used such words as 'artificial', 'phony', 'set-up', and 'pre-determined' when expressing concerns about the district school evaluation program.
7. Six respondents felt that there was a need for more two-way communication in the process.

OUTCOMES OF THE EVALUATION PROGRAM

Sub-Problem 5.1: What are the perceived outcomes, both positive and negative, of the district school evaluation program as seen by the teachers, assistant principals, principals and district office administrators?

The positive outcomes of the district school evaluation program cited by all four groups were: its identification of school strengths; identification of school needs; the clarity of the Superintendent's report; and the potential for both long and short-term benefits (variables 51, 52, 53, 54, 44). However, the teachers and assistant principals disagreed that there were follow-up activities initiated by district office (variable 58) and the teachers only marginally agreed that similar activities had been initiated by school-based administrators (variable 59). Though there was agreement from all groups that the evaluation team gained a true picture of a school during an evaluation, the teachers' mean score varied significantly from that of the district office administrators' score (variable 42). As well, the senior high teacher sub-group varied significantly in its response on this item as compared to the two other sub-groups. Statistical information on these items is contained in Table 15.

Table 15

One-Way Analysis of Variance Between Groups and the Variables Pertaining to the Perceived Outcomes of the District School Evaluation Program

	Variables							
	42	44	51	52	53	54	58	59
Groups								
Teachers	3.15*	3.58*	4.07*	3.75	3.11	3.11	2.60*	3.06*
Ass't Prin.	3.72	3.55	4.45	4.09	3.91	3.27	2.82*	3.78
Prin.	3.91	4.64	4.75	4.55	3.91	3.55	3.36	4.27
D.O. Admin.	4.43	4.57	5.00	4.71	4.14	4.29	4.43	4.43

* Significant at p 0.05

Sub-Problem 5.2: How did the four stakeholder groups judge the worth and merit of the outcomes and to what extent did they see their needs being met?

All four groups agreed that the Superintendent's report (variable 45), the accuracy of the commendation and recommendation statements (variables 46, 47), and the comprehensive nature of special area reports (variable 48) were notable outcomes of the district school evaluation program. Of particular worth was the benefit of the program to school-based administrators and the opportunity for schools to show their strengths to others (variables 49, 55, 56). However, the teacher group expressed a significantly lower level of agreement with the statement that the program was of benefit to them as compared with the response given by the district office administrators (variable 50). As

well, teachers only marginally agreed that the evaluations allowed for sharing of ideas across the district and this response varied significantly with the response given by the principals (variable 57). Statistical information on these variables is provided in Table 16.

The senior high teachers disagreed that the special area reports were comprehensive (variable 48) and that the district school evaluation program was of benefit to school administrators (variable 49). The elementary and senior high teachers disagreed with the statement that the evaluation program was of benefit to teachers and both varied significantly from the response given by the junior high teachers on this item (variable 50). Table 17 contains statistical information on these items.

Table 16

One-Way Analysis of Variance Between Groups and the Variables Pertaining to the Outcomes and Benefits of the District School Evaluation Program

	Variables								
	45	46	47	48	49	50	55	56	57
Groups									
Teachers	3.38	3.63*	3.45	3.54	3.88	3.05*	3.83	4.07	3.15*
Ass't Prin.	3.55	4.27	3.36*	3.91	4.18	3.35	4.27	4.00	3.91
Prin.	4.36	4.36	4.00	4.27	4.36	4.00	4.27	4.18	4.18
D.O. Admin.	4.43	4.86	4.86	4.43	4.71	4.71	4.71	4.86	3.86

* Significant at p 0.05

Table 17

One-Way Analysis of Variance Between Sub-Groups and the Variables
Pertaining to Outcomes and Benefits of the District School Evaluation
Program

	Variables		
	48	49	50
Sub-Group			
Elementary	3.76	3.80	2.88
Junior High	3.79	4.36	3.93
Senior High	2.92*	3.57*	2.43*

* Significant at p 0.05

Each statement below represents the opinions expressed by five or more respondents as to perceptions of the outcomes of the district school evaluation program. A complete summary of the comments is provided in the Appendix C.

1. The respondents representing all four groups, expressed these common opinions:

- a) six respondents felt that the evaluation led to opportunities for inservice and professional development for staffs
- b) five respondents noted that the evaluation encouraged a greater sense of unity and ownership in district initiatives
- c) five respondents saw the evaluation as an opportunity to have direct contact with district office administrators

2. The following respondents, representing the teacher and assistant principal groups, stated these negative outcomes:

- a) nine respondents felt that the evaluations resulted in 'biased', 'artificial' and 'pre-set' outcomes
 - b) six respondents indicated that the evaluation did not lead to a correction of problems
 - c) five respondents felt that their expressed concerns had not been addressed
3. Nine respondents, from the teacher and principal groups, expressed the feeling that the district school evaluation program was expensive, time consuming and disruptive.

EVALUATING THE PROGRAM

Sub-Problem 6.1: What factors will affect the use of this program over a protracted period of time?

The following comments were most consistently made with reference to factors which would affect the use of the district school evaluation program for a second round of evaluations:

- 1. Twelve respondents saw the time needed to do the school evaluations as a major factor to be considered.
- 2. Nine respondents indicated cost as a factor to be considered.
- 3. Five respondents felt that the number of personnel needed to fulfill the present program would be a factor for future evaluations.

Sub-Problem 6.2: What changes or modifications should be made to the program to ensure continued educational value relative to the evaluation process?

All four groups disagreed that the evaluation program should continue in its present form (variable 60) and agreed that it should be modified if it was to be used for a second cycle of evaluations (variable 61).

There was agreement on retaining the present length of each school's evaluation (variable 62), using the same reporting format (variable 63) and maintaining the same evaluation team structure (variable 66). There was only marginal agreement with the statement that the team members needed more preparation for serving on an evaluation team (variable 67).

All groups agreed that there needed to be more follow-up provided by both the school and district office administrators (variables 64, 65) with the exception of the principals who did not see the need for more district office follow-up (variable 64). This information is contained in Table 18.

Table 18

One-Way Analysis of Variance Between Groups and the Variables Pertaining to Suggested Changes to the District School Evaluation Program

	Variables							
	60	61	62	63	64	65	66	67
Groups								
Teachers	2.63	4.05	3.50	3.54	3.93	4.05	3.24	3.05
Ass't Prin.	2.18	4.55	2.91	2.91	4.55	4.40	3.64	3.00
Prin.	2.00	4.91	3.73	3.90	3.09*	3.73	2.91	3.64
D.O. Admin.	2.43	4.57	3.93	3.00	3.57	3.86	3.29	2.43

* Significant at p 0.05

The following suggestions were offered by five or more respondents. A complete summary of comments for this section is located in the Appendix C.

1. Sixteen respondents representing all four groups suggested:
 - a) that a smaller evaluation team be used
 - b) that the evaluation be of shorter duration
2. Fifteen respondents representing all four groups suggested:
 - a) that the second round of district school evaluations should focus on the recommendations made during the first round of evaluations
3. Twelve respondents representing all four groups suggested that the evaluation should focus on one area in a school's program and not be as all inclusive as present
4. Eight respondents from the teachers, assistant principals and district office groups suggested that more staff ownership be attained through collaborative planning of the next district school evaluation program
5. Seven respondents from the teachers, assistant principals and principals groups suggested that a new format to the evaluation be used
6. Seven respondents from the teachers and assistant principals groups suggested that more consistent follow-up be carried forward after an evaluation of a school has been completed

Sub-Problem 6.3 - In the view of the stakeholder groups, how is commitment to a district initiative, such as a district school evaluation program, fostered?

The following statements are a summary of comments given by surveyed participants. A complete summary of all responses is provided in the Appendix C.

1. Fourteen respondents listed recognition of results, potential for professional growth and, proper follow-up activities as important elements of a program which will help enhance commitment to it.
2. Thirteen respondents noted the need for ownership, involvement, and a feeling of partnership as important aspects of commitment.
3. Nine respondents listed consistent feedback and effective overall communications as necessary for maintaining commitment.
4. Nine respondents stated that recognition and a feeling of pride for self and the district were important components of commitment.
5. Eight respondents felt that honesty and trust were crucial for the maintenance of staff commitment.
6. Five respondents indicated that positive feedback builds commitment.

CHAPTER SUMMARY

The study's findings show that all four stakeholder groups understood the purpose of the program and understood the principles upon which it was based. They also agreed that using a district school evaluation program was one way to monitor effective school services. In the areas of program planning and initiation, the findings indicate that there was an adequate flow of information from the district office to the schools though the teachers and assistant principals questioned the extent of two-way communications which took place at these stage.

The implementation process of the program was noted as being very successful due to the skillful management and leadership of the school-based and district office administrators. The structure of the model upon which the program was based, was viewed positively by all four stakeholder groups though some respondents did note concerns with regard to the length of the evaluations, the number of personnel needed on the evaluation teams and the cost incurred. The notable outcomes of the evaluations were seen as the identification of school strengths and areas of need, the short-term and long-term benefits of the process to the staff, the comprehensive Superintendent's report, and, the benefits realized by the school-based administrators. In the comments and open-responses additional benefits were noted as those of providing opportunities for staff inservice and growth, a means of bringing the district closer together and, enabling school staffs to have greater contact with district office personnel.

Though all four stakeholder groups saw many positive features of the present district school evaluation program, all groups strongly agreed that it should be modified for the second round of evaluations. Suggestions for changes had to do with using fewer evaluation team members, having the evaluations of shorter duration, using the first round recommendations as a starting point, and, focussing on fewer areas within a school during an evaluation. Teachers consistently expressed the need for more follow-up activities after a school evaluation was completed.

Factors seen as enhancing staff commitment to a district initiative such as a district school evaluation program were: evidence of useful results; commitment to follow-up; ensuring a sense of ownership and involvement by all stakeholder groups; maintaining consistent communication links; and, fostering a feeling of pride, honesty and trust within the district.

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CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

SUMMARY

The Purpose

The purpose of the study was to describe and analyze a district school evaluation program in use by an urban school jurisdiction. Four main problems were defined for guiding the study and were supported by a number of sub-problems. The four main research problems were:

1. What is the stated purpose of the district school evaluation program and to what extent is the purpose understood by teachers, assistant principals, principals and district office administrators?
2. Were any problems identified by the four stakeholder groups which related to the planning and initiation stage of the district school evaluation program? Did these problems affect how the program was perceived by the groups?
3. Were any problems in the implementation of the district school evaluation program related consistently to: understanding the purpose; commitment to the concept; structure of the program itself; or management and leadership activities?
4. How do the four stakeholder groups view the success of the district school evaluation program and what changes, if any, do they suggest?

Methodology

To acquire the necessary data, a questionnaire was constructed by the researcher and pilot tested to establish some measure of reliability and validity. The questionnaire had both open and closed - response items. The participants selected for the final study were a stratified-random selection of teachers, all school-based administrators and all district office administrators involved in school evaluations. The resulting data were analyzed by application of the parametric tests of ANOVA and the Scheffe post hoc comparison, and the non-parametric test of Chi-Square. As well, open-response items were content analyzed, and the resulting information was combined with the findings from the statistical analyses of questionnaire items. A short, on-site document search was carried out to establish the original stated purpose of the district school evaluation program.

Related Literature

The topic of evaluation in education encompasses a wide variety of related areas of study. For the purposes of this research, certain of these areas were selected for emphasis. Evaluation was examined as to its role in accountability and its effect on educational change and improvement. The importance of understanding organizational context was discussed along with the crucial element of leadership at both the district and school levels. Finally, the components which comprise effective programs of evaluation were delineated with the communication process receiving special consideration. In bringing forward these

perspectives, an attempt was made to ensure that a balance between general related literature reviews and reports of empirical research was maintained.

Conceptual Framework

In establishing the parameters for the research, a number of basic assumptions were made. These were: that the level of understanding of the participants with regard to the evaluation program would be important; that the planning process utilized would have implication for the successful implementation of the program; that the effectiveness of the program's design would be an important factor; and, that the effective administrative practices would be a crucial point of study. Through consideration of these related areas, the conceptual framework which was adopted focused upon evaluation as it relates to the three main process areas of planning, implementation and outcomes. Encompassing these three areas, the administrative elements of leadership, management and communication were specifically highlighted.

Findings

The following statements summaries the findings of the study:

1. Understanding the District School Evaluation program

The four stakeholder groups of teachers, assistant principals, principals and district office administrators all indicated that they understood the stated purpose of the district school evaluation program and that they agreed with the purpose. However, the teacher group had a

significantly lower level of agreement as to the stated purpose than district office administrators. Within the teacher sub-groups, the senior high teachers had the lowest level of agreement with the stated purpose. It was significantly lower as compared to both the elementary and junior high teachers. The factors indicated by the four responding groups which helped to enhance their understanding of the evaluation program were: sufficient explanations prior to implementation; having the program based upon current educational research on school effectiveness; the sharing of useful information by district office; and, the assistance provided by both school-based and district office administrators.

2. Initiation of the Program

The four groups varied significantly in their level of agreement with the statements that the district school evaluation program was a result of the collaborative efforts of all the stakeholders; that there were opportunities for input; and, that district office was willing to listen to suggestions. The analysis of findings indicated that the teachers and assistant principals held a significantly lower level of agreement on these items than did the principals or district office administrators. However, all four groups did agree that they had access to information on the program before it was adopted and that they understood this information.

3. Implementation of the Programs

11 four groups agreed that they were ready for participation in the district school evaluation program. The activities which the groups saw as strengthening the implementation process were a knowledgeable evaluation team; the appropriate selection of team members; the utilization of student and parent input; and, the quality of the Superintendent's report. All four groups also agreed that the school and district office administrators prepared staffs for involvement through oral and written communications. As well, administrators were recognized for their efforts in reducing staff anxieties during the evaluations.

4. Perceptions: Feelings and Concerns

With the exception of the principals' group, all groups agreed that they felt apprehensive before a district school evaluation commenced. The four groups noted that such factors as the communications from district office; the efforts of school-based administrators; and, the cooperative attitude of the evaluation team, helped to alleviate staff anxiety. In the content analysis of comments and open-response items it was found that a notable number of positive references were made as to the learning opportunities resulting from the evaluation program as well as statements showing support for the overall intent of the program. Negative references were made citing the process as 'stressful', 'intimidating' and 'threatening', as well as 'artificial' and 'pre-determined'.

5. Outcomes

The following outcomes were agreed upon by the four groups: that the evaluation team did get a true picture of the school; that expertise was shared between staff and evaluation team members; that the superintendent's report was clear and easily understood; that strengths of the schools were identified; and, that both short-term and long-term results could be produced by the evaluations. A significant variation in the level of agreement was found with the following outcomes: that the reports on specific areas evaluated were comprehensive; that the program is of benefit to teachers; that the evaluations allow for sharing of ideas across the district; and, awareness of follow-up activities of both school-based and district-office administrators. The merits of the evaluation program were acknowledged as the accuracy of both the commendations and recommendations in the Superintendent's report, the benefits of the program to school-based administrators, and, the opportunities to highlight the strengths of each school.

6. Suggested Changes

The four groups agreed that such factors as time, cost and number of personnel needed to do the present form of the district school evaluation program would affect its use in subsequent evaluations. The statistical analysis of the questionnaire items indicated that all four groups felt that the present structure of the program should be changed or modified and that much more follow-up had to occur after a school was evaluated if the process was to be viewed as totally successful. The

content analysis of comments and open-response items supported these opinions and provided a number of additional ideas for change. They were: seeing that the recommendations made during the first cycle of evaluations would be followed-up in the second cycle; making the evaluation less all encompassing by focusing upon one area in a school; and, using a collaborative structure in the planning of the next district school evaluation program. With regard to enhancing commitment to a district initiative such as a district school evaluation program, the respondents felt that the results of the program must be made more evident to all stakeholders; that there needs to be a feeling of ownership and involvement in the program; that effective communications and feedback mechanisms must be in place; and, that a sense of trust, honesty and pride be nurtured within the district.

CONCLUSIONS

The following statements reflect inferences and conclusions reached through consideration of the research findings. Although the selected participants might be judged as being representative of their wider populations, the limitation of the investigation to only one school jurisdiction means that the conclusions are valid only to this particular setting. However, selected aspects of the conclusions might be applicable to other school jurisdictions if done so with caution.

1. A recognized role of educational evaluation is to both monitor and judge the effectiveness of services being offered. The extent to which standards have been met is examined along with the identification of

areas where improvements should take place. The district school evaluation program under study has this role as one of its stated objectives. The responses given by the four stakeholder groups indicate they agree that the district program does recognize the strengths of a school; that it does identify areas of need; and, that it is a necessary means by which school services can be monitored. The findings also note that the four groups cite these factors as positive features of the present program. Therefore, there is evidence to conclude that the four stakeholder groups do agree that a district school evaluation program is one method of establishing the effectiveness of school services and they see this purpose reflected in the present district school evaluation program.

2. An effective evaluation program is designed such that both process and product are emphasized. It has been found that where the process utilized is one of collaborative input on the part of all stakeholder groups, the resulting product is deemed to be more readily accepted and acclaimed. From the responses given by the four groups in the study, it would seem that there is only moderate agreement with the statement that a collaborative procedure was followed when the district school evaluation program was planned and initiated. Those questionnaire items dealing with collaboration, input and district office willingness to listen, show that teachers and assistant principals indicated a significantly lower level of agreement for each of the statements as compared to the principals and district office administrators. It might be concluded that the resulting district school evaluation program is

perceived as reflecting more upper administrative input than that of teaching staff.

3. One of the outcomes of an effective evaluation program should be staff growth and professional development. The evaluation program under study states professional development through participation on the evaluation team as one of its goals. Using the results from the demographic section of the study, it was noted that only 28.3 percent of respondents listed having more than one encounter with the district school evaluation program over the four year period. This would mean that 28.3 percent or less of the respondents would have served on an evaluation team. Of the 28.3 percent, only 3.5 percent were teachers. In spite of this low rate of teacher involvement as evaluators, the majority of the respondents still saw the district evaluation program as a source of inservice and professional growth for all district staff. Therefore, it might be concluded that the present goal statement, indicating professional development as a result of participation on an evaluation team, might be too narrow in intent and not reflecting the potential of the program.

4. For an organization to function effectively, appropriate lines of communication must be established and maintained between the various organizational levels. This task tends to be the prime responsibility of the central administration of the organization. For a school jurisdiction the important communication links are those between district office and the schools and between the schools. The findings of the study show that all four stakeholder groups agree that effective

one-way, written communication from district office to schools existed in the form of procedure booklets and clearly written school evaluation reports. As well, a number of positive two-way, verbal lines of communication between the district office and schools are recognized by all four responding groups. Examples of these are the meetings between district office and the school staffs and the individual interviews with the Superintendent or Associate Superintendent. However, the findings of the study also show that there is a significant variation in agreement between the four groups as to whether any noticeable sharing of ideas between schools resulted from the school evaluations. This would seem to imply that the communication links between district office and the schools are effective, but that more attention needs to be paid to establishing meaningful inter-school communication.

5. Accountability is the result of an action whereby the judgments reached through evaluation are offered as reassurance to show that stated goals and objectives are being met. One of the stated goals of the district school evaluation program under study, is to provide appropriate information to the Board of Education for the purpose of accountability. The findings show that the four stakeholder groups understand this stated purpose and agree with it. The use of student and parent input as part of the evaluation process is agreed upon by the four groups. However, it is of interest to note that there are no results to indicate that the accountability aspect of the evaluation caused difficulties for administrators or staff. In the content analysis of comments and open-response items only three respondents

expressed concern that the present district school evaluation program's main or overriding objective was accountability. It therefore might be concluded that the implementation of the district school evaluation program has been accomplished in a manner which has successfully avoided the negative aspects of evaluation when it is seen only as a means of accountability.

6. When judging the effectiveness of an evaluation program, it is important to establish if the stakeholder groups involved perceive direct benefits accruing from the process and its outcomes. The findings of those items pertaining to process show that the four groups did view the utilized process in a positive manner. The responses to those questionnaire items which dealt with perceived benefits due to outcomes of the program, show the four groups agreed that the program does benefit both administrators and teachers. However, the teacher sub-groups of elementary and senior high teachers disagreed with the item dealing with benefits for teachers, and the teachers' group as a whole had a high percentage of undecided ratings for this same item. As well, the teachers and assistant principals disagreed that there were district office initiated follow-up activities. The teachers also had a low level of agreement with the statement that there was school initiated follow-up. It might be suggested that the teachers, and to some measure the assistant principals, have a noticeable degree of ambivalence as to actual benefits realized from the district school evaluations.

7. The attributes of an effective principal are numerous but of significant importance is the principal's ability to guide and influence the staff with regard to both school-initiated and district-initiated projects. Effective principals know their staffs well, have some understanding of staff opinions and concerns and make an effort to affect these opinions and concerns. The findings of this study show that on a number of important questionnaire items, the level of agreement of the teachers varied significantly from that of the principals. For example, the teachers indicated a significantly lower level of agreement on such items as the perceived opportunities for input; access to information prior to the program's initiation; preparation of the staff for the evaluation; the level of felt anxiety; the need for more district office follow-up; and, that there were follow-up activities initiated by the school-based administrators. At the same time, the findings show that principals and district office administrators had the same level of opinion on almost all questionnaire items. This would seem to indicate that more meaningful interaction and exchanges of ideas and information on the district school evaluation program had taken place between district office and the principals than had occurred between the principals and their staffs.

8. Improving teaching practices is a complicated process but is achieved more readily when teachers are placed in situations where those designated to guide them are perceived by the teachers as having some degree of expertise and credibility. The statistical analysis of the questionnaire items which referred to the selection and activities of

the evaluation team indicate that all four groups agreed that the selection of the team was appropriate; that the team members had expertise; that team members shared their expertise; that team members worked and reducing staff anxieties; and, that the team was prepared for the evaluation. However, the senior high teachers as a sub-group, disagreed that the evaluators had expertise and disagreed that the structure of the evaluation team should remain the same. Their responses were found to be significantly lower as compared to the elementary and junior high teacher. Such evidence would suggest that the criteria used for the selection of the district school evaluation team is perceived as valid and credible by most, but not all district staff.

9. In order to function effectively, administrators of an organization must recognize that an organization is comprised of various influential sub-groups as well as main groups. Administrators must also be cognizant of how these various sub-groups differ in held norms, beliefs and values. The findings of this study indicate that the senior high teachers recorded significantly divergent opinions on a number of important questionnaire items as compared to the two other teacher sub-groups. These items pertained to the purpose of the evaluation program; the agreement with the purpose; the feelings and concerns expressed about the evaluation program; and, perceptions held of the evaluators. As well, assistant principals expressed differing levels of opinion on important questionnaire items as compared to principals. These questionnaire items dealt with the degree of staff involvement in

the initiation of the program; the willingness of district office to listen; the number of evaluators teachers must deal with; and the amount of district office follow-up upon completion of an evaluation. It might be suggested that the senior high teachers and the assistant principals are operating within a sub-group context that may be markedly different from that of their peers and could result in a grass-roots impact upon the district that should be anticipated by both the school and district office administrators.

10. Achieving and maintaining a sense of commitment to an evaluation program by the participants is a crucial goal for administration. Building this sense of commitment is an involved process. Ensuring that participants understand and agree with the program, have input into its planning and can see that direct benefits will be realized because of it, are some of the ways commitment can be built. The findings of questionnaire items dealing with these particular factors indicate that the four stakeholder groups did understand and agree with the purpose of the district school evaluation program. However, all four groups did not have the same level of agreement with regard to perceived opportunity for input into the planning process or perceived benefits of program outcomes. A conclusion that might be stated is that there is potential for some groups not to have as high a commitment to, or ownership in, the program as other groups.

11. Evaluating the effectiveness of the district school evaluation program itself is an important element in the overall evaluation process. Input from those most directly affected by the process should

be sought and utilized when changes to the program are contemplated. In reviewing the findings of the study in this area, there is sufficient evidence to suggest that notwithstanding the many positive features of the present program, all four groups feel that it should be changed if it is to be used for a second round of evaluations. It might be concluded that given this consensus, the district now has an ideal opportunity for utilizing the collaborative mode of planning in establishing a revised program.

RECOMMENDATIONS

District School Evaluation Programs - Purpose and Benefits

The effective implementation of a new program is dependent upon many factors. Some of these are referred to by Rosenblum and Louis (1981, p. 22) when they state that "the success of a program of change depends on the degree to which needs are appropriately assessed, plans generated, resources accumulated and most important, consensus developed among those affected by it". Bolton (1980, p. 115) also emphasizes the need for stakeholders to know the purpose of a new district initiative as he questions, "Is the new program based on the reality of the situation and is everyone involved well informed regarding this reality?" Fullan and Park (1981), when speaking of educational change stress that it is the teachers who must know the purpose of a change and not just the administrators who are charged with implementation. McLaughlin and Pfiefer (1986) and Ross (1982), also speak to the issue of an informed teachers' group by noting that the educational benefits for students and

learning possibilities for teachers must be made very visible when a program is put forward. Therefore, it becomes clear that administrators must never assume that either the purpose or the benefits of a new program are self evident to the stakeholder groups. Rather, administrative actions must be planned and carried forward to ensure that those affected by a new program have as clear an understanding as possible of its purpose, process and expected outcomes.

Recommendations:

1. That the purpose of a district school evaluation program be clearly stated, circulated and discussed with all stakeholder groups on an ongoing basis. By so doing, new staff will be systematically informed of the program and established staff will continue to have opportunities for cross-checking goals and offering further input.
2. That the purpose of a district school evaluation program and its results be stated in terms which refer to expected benefits as they relate to each stakeholder group.

District School Evaluation Programs - Process Input

The successful implementation of a program has a great deal to do with the manner in which it was initially planned and presented. In the literature on organizational planning and decision-making, much is written on the benefits of utilizing the collaborative style of management when planning for change. Hall and Hord (1987) indicate that the focus in educational change must be on coordination and cooperation with and between all stakeholder groups. Lypham (1982) supports this view by noting that today's teachers want an increased measure of involvement at both the school and district levels because of the many administrative decisions being made which have curricular implications and thus direct impact upon teachers. But researchers such as Clarke (1970) and Duke (1980), caution that administration must not over react to cries for teacher involvement since teachers do not wish to be involved at all times, nor at all levels of planning and decision-making. Rather, teachers seek opportunities for meaningfully involvement only in those areas which affect them directly and only if their involvement will reflect some measure of influence upon subsequent administrative decisions. However, this does not preclude that, in a general sense, teachers still wish to be kept informed of all important decisions being made with regard to school and district activities. Bolton (1980) takes both effective involvement and effective communication one step further and notes that maintaining this link between the teachers and the broader organization has beneficial growth potentials for teachers. He states

"When individuals are able to identify with the success of the organization they are better able to see that their own success is interrelated with that of the school district" (Bolton, 1980, p. 22).

Recommendations:

1. That both the district and school-based administrators consistently involve the appropriate stakeholder groups and sub-groups in the planning and initiation of district initiatives in ways which afford participants opportunities for involvement and influence.
2. That the level and type of this involvement be recorded and that this information be shared throughout the district as a means of notifying all stakeholder groups that collaborative planning is taking place.

District School Evaluation Programs - The Role of Perceptions

The importance of communication and the role perceptions play in the process of communication is an interesting area of study but one that is often not presented in practical terms. Our background experiences, the people around us, the place norms and the overall norms of the organization, influence our perception of information we receive and process (Enns, 1965). As Mulford (1971, p. 6) states, "communication tends to be perceived and interpreted by recipients in terms of their own stereotyped perceptions, needs and desires". In the planning, initiation and implementation of an evaluation program, the need to effectively exchange information as well as anticipate and deal with misconceptions arising from these exchanges, is vital to the success of

a new program. Probert (1971) notes that the first step to attaining universal understanding of district goals is to realize that misconceptions in communicating goals will always occur, and second, that these misconceptions can only be corrected through effective two-way communication. Hrincu (1982) speaks on flows of communication and stresses that an organization must encourage not only a two-way lateral flow of communication, but must encourage an upward flow of information as well. It is only through such multiple exchanges of ideas and concerns that some measure of equality in the level of understanding between the various members of the organization will occur.

Recommendations:

1. That district communication efforts must exhibit an emphasis on two-way lines of communication and that this flow of communication occur both laterally and vertically in the organization.
2. That the administrators of an organization become more cognizant of the role perceptions play in effective communications and how perceptions can be altered.

District School Evaluation Programs - The Principalship

Effective leadership at the school level is required when district initiatives are attempted. Ross (1982, p. 62), in writing about principals, states that it is "the behavior of the principals which is the most important factor accounting for variance in teacher receptiveness to interventions". As an example, he points out that when

principals exhibit a lack of enthusiasm about a program, this signals to the staff that the program is in fact peripheral and of no great consequence. Principals can also influence others by the adroit manipulation of information. Hrincu (1982) notes that this type of influence can be an effective way of managing and directing staff members toward the district's goals and objective. An important additional benefit gained from using this type of influence, is that staff attitudes and perceptions come to light more readily and the principal can then attempt to influence these attitudes through an exchange of appropriate information at the most appropriate time. Mulford (1971) puts forward the premise that the more often principals interact with their teachers in meaningful, influential ways, the more alike both groups will become in 'cognitive structure'. This type of commonality is positive and enhances the level of understanding and trust within the district.

Recommendations:

1. That principals recognize the importance of their role as both school and district leaders, and realize the impact that their influence can have on staff beliefs and norms.
2. That principals should be afforded many opportunities for professional development and inservicing in the areas of interpersonal relations and skillful communication.

District School Evaluation Programs - An Integration of the School and District-Level Initiatives

Evaluations of school services, both at the school and district levels, are most effective when they are incorporated into an overall managerial plan for the district. By so doing, the evaluations are not perceived as occasional and isolated occurrences which are disruptive and have little long lasting effect (Bolton, 1980). Evaluations are more credible if they are cyclical and continuous in nature, allowing for gradual change and the highlighting of growth and learning (Borg & Gall, 1983). Evaluation have an impact upon the relationships between the evaluators and evaluatees. Effective evaluations increase the level of trust, cooperation and security of participants by creating a sense of ownership (Bolton, 1980). Though all these attributes of effective evaluations must be found in district level evaluations, they first of all must be seen at the school level. For example, certain studies show that when teachers are evaluated by their principal on a regular and formal basis, the quality of communications between staff and administration increases as does the level of trust (Bolton, 1980). As well, more beneficial outcomes were perceived and the staff felt less apprehensive about being evaluated. Since trust and a sense of security can only be built over a period of time, principals are the key for they are in contact with teachers most consistently. Therefore, effective district-level evaluations must in fact depend to a large degree upon an effective process of school-level evaluations.

Recommendations:

1. That the district have in place an overall evaluation program which outlines both the school-based evaluation format as well as the district-level format.
2. That school-based administrators conduct formal, regular evaluations of their own school services.
3. That both school and district administrators become familiar with those aspects of interpersonal relations which build and enhance mutual feelings of trust and respect between the administration and the staff.

District School Evaluation Programs - Organizational Culture and Groups Dynamics

Too often references are made to organizations in a manner which imply that the organization is an entity unto itself and that its members are separate from it. But writers such as Argyris and Schon (1983) emphasize that the organization is comprised of people and that over a period of time the structure and context of an organization is shaped by its various stakeholder groups. Rosenblum and Louis (1981) draw attention to this human aspect of organizations and conclude that school districts are in fact complex, open social systems mediated by both rational bureaucratic influences and irrational social influences. As well, since school districts tend to have complex systems for governing the division of labour, overall organizational control may be difficult to maintain. Rosenblum and Louis (1981, p. 46) state "since districts may vary in capacity to influence at the school level, it is essential to look at school factors which affect program outcomes". This means that leaders at the district level must be very conscious of how the

various sub-groups throughout the district can impinge upon the implementation process and final outcome of even a district program. To avoid problems, both the district and school-based administrators must ensure that the collaborative mode of planning and decision-making is indeed being followed and that the stakeholder sub-groups are being enfranchised into district initiatives. Principals must take some measure of leadership and identify staff leaders and opinion setters within the schools and try to influence and affect the opinions and attitudes of these individuals. As Wiens (1967, p. 21) writes, "those people at the centre of the communication networks become leaders and influence their colleagues" and this influence, if it is husbanded with care, can be utilized in achieving district goals.

Recommendations:

1. That district level and school-based administrators become pro-active in recognizing and dealing with sub-group needs.
2. That effective and consistent lines of communication are established with the members of the various sub-groups. This communication should be both oral and written, formal and informal and above all, must flow in both directions, that is up and down in the district's hierarchy.

IMPLICATIONS

Though this study was limited to data collected through the examination of one district's school evaluation program, a number of findings emerged which have relevance for the study and practice of educational administration.

Implications for Practice

The following practical applications of the findings may be of interest to those in the field of educational administration. They are:

1. That effective management and leadership, at both the school and district level, must be available if new district programs are to be successfully planned and implemented.
2. That the selection of administrators for school or district roles, must be done on the basis of the candidate's proficiency level, or potential for proficiency, in the areas of interpersonal and communication skills as well as evidence of having the basic skills of an effective manager and leader.
3. That school-based and district office administrators be encouraged to avail themselves of educational administration courses which would give them the necessary background knowledge and skills in the areas of:
 - a) collaborative planning and decision-making
 - b) organizational structures and sub-structures
 - c) the multiple functions of the evaluation process

Implications for Research

It would seem beneficial to the study of educational evaluation if further empirical research were conducted as follows:

1. That the research work already accomplished in the areas of perception and attribution theory be analyzed and synthesized in a manner suited for use in educational administration, especially as this information relates to effective leadership.
2. That more studies be completed pertaining to district school evaluation programs. As a result, a bank of data would be collected which in turn, might be analyzed for the purposes of delineating those factors which effective district school evaluation programs have in common.
3. That more work be done in developing a questionnaire in order to increase its validity and reliability when used in evaluating a district school evaluation program.

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APPENDIX A

CORRESPONDENCE

13315 136A Ave.
Edmonton, Alberta
T5L 4B8

March 7, 1988

Mr. L.A. Beaudry
Superintendent of Schools
St. Albert Protestant Board of Education
40 Sir Winston Churchill Ave.
St. Albert, Alberta
T8N 0G4

Dear Mr. Beaudry;

For my thesis topic I have chosen to study how school effectiveness is monitored at the district level and have decided to examine our own district school evaluation model. I am therefore writing to ask your permission to conduct a survey within the district in order to acquire the necessary data. To accomplish this I must send a questionnaire to a stratified sample of teachers, all the school administrators and all the district office administrators. The questionnaire would be sent out the second week of April. However, prior to this, I must first pilot the questionnaire in order to establish its validity. Therefore I also need your permission to contact a number of teachers and several school administrators this month for such assistance. Participation in both the piloting of the questionnaire and the actual survey itself will be on a voluntary basis and confidentiality will be assured.

Your support for my efforts will be greatly appreciated. I will be pleased to share with the district a summary of findings upon the completion of my study. Thank you for your consideration.

Yours sincerely,

Parnel Pierce



St. Albert Protestant Board of Education

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1988 03 21

Ms Parnel Pierce
13315 -136A Ave
Edmonton, Alberta
T5L 4B8

Dear Parnel,

Thank you for your March 7 letter.

You certainly have my permission to pilot the questionnaire and conduct your school evaluation survey in the district. I have sent a copy of your March 7 letter to the principals.

We look forward to receiving a copy of the summary of your findings when your project is completed.

Sincerely,

Lawrence Beaudry
Superintendent of Schools

/s

c.c. Principals

BOARD OF TRUSTEES

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Don Witwicky

13315 - 136A Ave.
Edmonton, Alberta
T5L 4B8

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April 11, 1988

Dear Colleague;

I am presently at the University of Alberta working on my Master Program in the area of Educational Administration. For my thesis I have chosen to examine the process used by a district to monitor school effectiveness. Since our district has such a process in place, and has completed a full cycle of school evaluations, I have decided to centre my study on our own district school evaluation program. Mr. Beaudry, Superintendent of Schools has given me permission to do so.

Specifically I am interested in gathering data on how the district's school evaluation program was initiated, how well its purpose is understood, the implementation process used, perceived outcomes of the district school evaluations, and possible improvements to the program. To acquire the necessary data, I have constructed a survey which I am sending to a stratified sample of teachers, all school administrators and all district office administrators. The survey will take approximately one half hour to complete. Participation in the survey is voluntary and the respondents do not identify themselves nor are the surveys numbered or coded for individual identification. As well, any quotations which may be subsequently used in the final summary of information will not be identified as to source. Completed surveys will not be made available to any third party and will be destroyed upon completion of my thesis.

I would appreciate it very much if you would complete the enclosed survey and return it in the envelope provided. Your input will be of value to me in my academic studies and I trust the results, as reported in my thesis, will prove to be of value to our district as well.

Please feel free to contact me at 455 3620 if you have any questions. I would like to have the surveys returned by May 11, 1988. Thank you for your assistance.

Yours sincerely,

Parnel Pierce

13315 136A Ave.
Edmonton, Alberta
T5L 4B8

May, 1988

Dear Colleague;

This is just a reminder asking you to return the "Teacher Administrator Survey" which was sent to you last month. It deals with our district school evaluation program. If you are having problems in completing it and would like to speak with me, please contact me at 455-3620. If you have already returned it, my sincere thank you for all your help.

Yours sincerely,

Parnel Pierce

APPENDIX B

SURVEY QUESTIONNAIRE

TEACHER AND ADMINISTRATOR SURVEY

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MONITORING EFFECTIVE SCHOOLING AT THE DISTRICT LEVEL

A DISTRICT SCHOOL EVALUATION PROGRAM

PART ONE:

Please supply the following information.

Note: If you were not involved with the district school evaluation program, indicate this with a check and return the uncompleted survey.

OFFICE USE

1

1 2 3 4

1. Your present major assignment with the district is:

- (1) Teacher _____
- (2) Assistant Principal _____
- (3) Principal _____
- (4) District Office _____
- (5) Other (specify) _____

5. _____

2. Your major assigned level is:

- (1) Elementary _____
- (2) Elementary-Junior High _____
- (3) Junior High _____
- (4) Senior High _____
- (5) District Office _____
- (6) Other (specify) _____

6. _____

3. Your total years of experience are:

7 - 8. _____

4. Indicate the year(s) you took part in the district school evaluation program.

- 1984-85 _____
- 1985-86 _____
- 1986-87 _____
- 1987-88 _____

9. _____

10. _____

11. _____

12. _____

PART TWO:

120

Determine to what extent you agree or disagree with each statement. Circle the number at the right of each statement which best corresponds to your answer.

**STRONGLY
DISAGREE****STRONGLY
AGREE****UNDECIDED**

1 2 3 4 9

**A. UNDERSTANDING THE DISTRICT SCHOOL
EVALUATION PROGRAM**

	SD	SA	UD	OFFICE USE
5. I understand the purpose of the district school evaluation program.	1	2	3	4 9 13. ____
6. There was sufficient explanation of the district school evaluation program prior to its initial implementation.	1	2	3	4 9 14. ____
7. I agree with the goals of the district school evaluation program.	1	2	3	4 9 15. ____
8. The district school evaluation program evolved out of the collaborative efforts of teachers, school administrators and district office administrators.	1	2	3	4 9 16. ____
9. The district school evaluation program reflects current educational thought on monitoring school effectiveness.	1	2	3	4 9 17. ____
10. District school evaluation programs are a necessary way of monitoring educational services at the school level.	1	2	3	4 9 18. ____
11. The district school evaluation program has been tailored to meet district needs.	1	2	3	4 9 19. ____
12. District office has provided school staffs with information on the purpose of the district school evaluation program.	1	2	3	4 9 20. ____
13. School-based administrators have helped explain the purpose of the district school evaluation program.	1	2	3	4 9 21. ____

COMMENTS:

**B. INITIATING THE DISTRICT SCHOOL
EVALUATION PROGRAM**

	SD	SA	UD	121 office use
14. There were opportunities for my input into the planning of the district school evaluation program.	1	2	3	4 9 22. ____
15. District office showed a willingness to listen to suggestions when establishing the school evaluation program.	1	2	3	4 9 23. ____
16. I had access to information on the district school evaluation program when it was first adopted.	1	2	3	4 9 24. ____
17. I understood the purpose of the district school evaluation program before I was part of an evaluation.	1	2	3	4 9 25. ____
18. The written communication provided by district office pertaining to the procedures of the district evaluation was clear to me.	1	2	3	4 9 26. ____
19. Adjustments have been made to the district school evaluation program since its inception.	1	2	3	4 9 27. ____
20. Having the district office administrators and the school staff meet prior to a school's evaluation, assists the staff in better understanding the district school evaluation program.	1	2	3	4 9 28. ____

COMMENTS:

**C. THE PROCESS OF THE DISTRICT SCHOOL
EVALUATION PROGRAM**

	SD	SA	UD	
21. I was adequately prepared for what occurred during the district school evaluation.	1	2	3	4 9 29. ____
22. District office administrators helped to prepare the staff for the district school evaluation.	1	2	3	4 9 30. ____
23. The school-based administrators helped to prepare their staff for the district school evaluation.	1	2	3	4 9 31. ____

24. The individual interview with the Superintendent (or Assistant Superintendent of Personnel) facilitates staff input during the district school evaluation.	SD	SA	UD	122 office use
	1	2	3	4 9 32. ____
25. Classroom observations are a necessary component of the district school evaluation process.	1	2	3	4 9 33. ____
26. The evaluation team members assigned to classroom observations have been knowledgeable in the area of curriculum and instruction.	1	2	3	4 9 34. ____
27. The selection of the evaluation team members has been appropriate.	1	2	3	4 9 35. ____
28. Including a classroom teacher as part of the evaluation team should be continued.	1	2	3	4 9 36. ____
29. Including out-of-district educators as part of the evaluation team should be continued.	1	2	3	4 9 37. ____
30. The number of evaluation team members a teacher must deal with during a school evaluation is reasonable.	1	2	3	4 9 38. ____
31. Utilizing information gained from student interviews should be continued.	1	2	3	4 9 39. ____
32. Utilizing information gained from parent questionnaires should be continued.	1	2	3	4 9 40. ____
33. The 'commendations and recommendations' format of the Superintendent's report should be continued.	1	2	3	4 9 41. ____

COMMENTS:

D. PERCEPTIONS - FEELINGS AND CONCERNS	SD	SA	UD	
34. I was apprehensive about taking part in the district school evaluation.	1	2	3	4 9 42. ____
35. Once the evaluation was underway, I felt less anxious.	1	2	3	4 9 43. ____

						123	
						OFFICE USE	
36. Communication from district office helped in lowering staff anxiety over the school evaluation.	SD	SA	UD			44. ____	
	1	2	3	4	9		
37. The district evaluation team worked at making the staff feel comfortable during the school evaluation.	1	2	3	4	9	45. ____	
38. The school-based administrators helped in lowering the level of staff anxiety over the district school evaluation.	1	2	3	4	9	46. ____	
39. There was open and honest communications between the staff and the evaluation team during the school evaluation.	1	2	3	4	9	47. ____	
40. There was a collegial atmosphere between the staff and the evaluation team during the school evaluation.	1	2	3	4	9	48. ____	
41. I have positive feelings toward the district school evaluation program.	1	2	3	4	9	49. ____	

COMMENTS:

E. PERCEIVED OUTCOMES OF THE SCHOOL EVALUATION PROGRAM	SD	SA	UD	
42. The evaluation team obtained a true picture of the school during the evaluation.	1	2	3	4 9 50. _____
43. The evaluation team members shared their expertise in a way that was helpful to teachers.	1	2	3	4 9 51. _____
44. I found the information contained in the Superintendent's report to be clear and easily understood.	1	2	3	4 9 52. _____
45. The Superintendent's report on each school evaluated is a useful document.	1	2	3	4 9 53. _____
46. The commendation statements in the Superintendent's report were accurate.	1	2	3	4 9 54. _____
47. The recommendation statements in the Superintendent's report were accurate.	1	2	3	4 9 55. _____

	SD	SA	UD	124 OFFICE USE
48. The reports on each specific area evaluated within the school were comprehensive.	1	2	3	4 9 56. ____
49. The district school evaluation program is of benefit to school- based administrators.	1	2	3	4 9 57. ____
50. The district school evaluation program is of benefit to teachers.	1	2	3	4 9 58. ____
51. The district school evaluation identifies important strengths in a school.	1	2	3	4 9 59. ____
52. The district school evaluation identifies important areas of need in a school.	1	2	3	4 9 60. ____
53. The district school evaluation produces short-term results in a school.	1	2	3	4 9 61. ____
54. The district school evaluation will produce long-term results in the schools.	1	2	3	4 9 62. ____
55. The district school evaluation is an opportunity to show others the strengths of each school.	1	2	3	4 9 63. ____
56. The district school evaluation is an opportunity for the school's administration to obtain valuable suggestions and assistance.	1	2	3	4 9 64. ____
57. The district school evaluation program allows for the sharing of ideas across the district.	1	2	3	4 9 65. ____
58. I am aware of follow-up activities initiated by district office after the completion of the school evaluation.	1	2	3	4 9 66. ____
59. I am aware of follow-up activities initiated by the school administration after the completion of the school evaluation.	1	2	3	4 9 67. ____

COMMENTS:

**F. SUGGESTED CHANGES TO THE PRESENT
SCHOOL EVALUATION PROGRAM**

SD SA UD

125
Office Use

- | | | | | | | |
|---|---|---|---|---|---|----------|
| 60. The district school evaluation program should continue in its present form. | 1 | 2 | 3 | 4 | 9 | 68. ____ |
| 61. The district school evaluation program will need to be modified if it is to be used for a second round of school evaluations. | 1 | 2 | 3 | 4 | 9 | 69. ____ |
| 62. The length of each school's evaluation is appropriate. | 1 | 2 | 3 | 4 | 9 | 70. ____ |
| 63. The format of the Superintendent's report should remain the same. | 1 | 2 | 3 | 4 | 9 | 71. ____ |
| 64. There should be more follow-up by district office administrators after a district school evaluation has been completed. | 1 | 2 | 3 | 4 | 9 | 72. ____ |
| 65. There should be more follow-up by the school-based administrators after a district school evaluation has been completed. | 1 | 2 | 3 | 4 | 9 | 73. ____ |
| 66. The structure of the evaluation team should remain the same. | 1 | 2 | 3 | 4 | 9 | 74. ____ |
| 67. Evaluation team members need more preparation for their duties. | 1 | 2 | 3 | 4 | 9 | 75. ____ |

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1. Share some of your perceptions on the district school evaluation program.

2. In what ways might the present district school evaluation program be altered in order to be effective in evaluation of schools a second time?
3. In your view, what enhances staff or administrator commitment to a district school evaluation program?

PLEASE RETURN BY WEDNESDAY, MAY 11, 1988.

THANK YOU

APPENDIX C

SUMMARY OF OPEN - RESPONSE QUESTIONS

DETAILED INFORMATION ON CONTENT ANALYSIS OF COMMENTS AND OPEN-RESPONSE QUESTIONNAIRE ITEMS:

T - teachers
AP - assistant principals
P - principals
DO - district office administrators

1. The Purpose of the Program and Level of Understanding

Comments	Count	Frequency of Responses			
		T	AP	P	DO
Clearer stated purpose; value highlighted	8	5	1	2	
Is stated purpose real purpose; hidden agenda	6	3	3		
Inform new staff; more explanation needed	5	2	2	1	
More promotion of program is needed	5	2	3		
No choice since it is mandated	3	1	1	1	
A way to clean-up acts; shape people up	2	1	1		

2. Implementation of the District School Evaluation Program

Comments	Count	Frequency of Responses			
		T	AP	P	DO
Concern over student selection, capabilities and selection	7	5	1	1	
Usefulness of recommend- ations; all reports are positive	7	5	1	1	
Team lacks expertise; more preparation needed	5	5			
Concern over profession- alism, ethics, ATA code	5	5			

3. Feelings and Concerns

Comments	Count	Frequency of Responses			
		T	AP	P	DO
Process excellent, good in intent, enjoyable	17	8	1	4	4
More follow-up necessary	15	8	4	3	
Stressful, intimidating, difficult,	14	13	1		
Too costly	6	5			1
Provide inservice, an opportunity to learn, professional development	6	1	1	2	2
Artificial, phony, set-up	6	2	3	1	
More two-way communication, feedback, input	6	4	1	1	
Concerns over ethics, off record remarks, prying	4	4			
More integrity, honesty, trust	4	4			
Long, tiring process	3	3			

4. Perceived Outcomes of the Program

Comments	Count	Frequency of Responses			
		T	AP	P	DO
Biased, artificial, self-evident	9	7	2		
Expensive, time consuming	9	7		2	
Provides inservice, growth	6	2	2	2	2
No correction of problems	6	4	2		
Concerns not addressed	5	4	1		

4. Perceived Outcomes of the Program (continued)

Comments	Count	Frequency of Responses			
Provide more contact with district office	5	1	1	1	2
Sense of district unity, working together	5	2	2		1
Opportunity to share ideas	3		1	1	1
Useful to school administrators	2		1	1	

5. Factors Which Foster Commitment

Comments	Count	Frequency of Responses			
		T	AP	P	DO
Results, growth, learning, follow-up	14	5	3	1	5
Ownership, involvement, partnership, working together	13	3	4	4	2
Communication, feedback	9	8	1		
Pride in staff and district	9	8	1		
Honesty, trust, fairness	8	7	1		
Stress positive, not punitive	5	2	3		
Use self-evaluation	3	3			
Evaluate at all levels of the district	1	1			

APPENDIX D

SUMMARY OF STATISTICAL DATA OF SURVEY VARIABLES

SUMMARY OF STATISTICAL DATA OF QUESTIONNAIRE VARIABLES

SECTION ONE - DEMOGRAPHIC RESULTS

Variable 1: Present major assignment

Group	Count	% of Total Responses
Teachers	56	65.9
Ass't.Prin.	11	12.9
Principals	11	12.9
D.O.Admin.	7	8.3
Total	85	100.0

Variable 2: Major assigned level

Sub-Group	Count	% of Total Responses
Elementary	25	47.2
Junior High	14	26.4
Senior High	14	26.4
Total	53	100.0

Variable 3: Total years of experience

Group	Total Years of Experience Count	Mean (Yrs)	St.Dev.
Teachers	54	13.09	6.33
Ass't.Prin.	11	17.00	5.58
Principals	11	21.90	5.87
D.O.Admin.	6	19.83	3.43

Experience Categories

Intervals	Frequency	Percentage
3 to 10 yrs.	20	24.4
11 to 20	48	58.5
21 to 34	14	17.1
Total	82	100.0

Variable 4: The year or years the respondent took part in a district school evaluation.

Percentage of Staff Involvement on a Yearly Basis

Year	Frequency	Percentage Took Part
1984-85	21	24.7
1985-86	30	35.3
1986-87	47	55.3
1987-88	30	35.3

Variable 4a: The number of times you were involved in a district school evaluation

Frequency of Involvement

No. of Times

Took Part	Frequency	Percentage
1	61	71.1
2	10	11.9
3	9	10.5
4	5	5.9
Total	85	100.0

Involvement of Respondents By Group Membership

Group	Count	Frequency	Percentage
Teachers	56	3	12.5
Ass't. Prin.	11	9	37.5
Principals	11	7	29.2
D.O. Admin.	7	5	20.8
Totals	85	24	100.0

SECTION TWO - UNDERSTANDING THE MODEL

PROBLEM 1: What is the stated purpose of the district school evaluation program and to what extent is the purpose understood by the teachers, assistant principals, principals and district office administrators?

Variable 5: I understand the purpose of the district school evaluation program.

Group	Count	Mean	St.Dev.
Teachers	56	3.98	.9044
Ass't Prin.	11	4.00	1.1832
Prin.	11	4.45	1.2136
D.O. Admin.	7	4.71	.4880

Sub-Problem 1.1 - Extent of Agreement With the Stated Purpose

Variable 7: I agree with the goals of the district school evaluation program.

Group	Count	Mean	St.Dev.
Teachers	56	3.86	.86
Ass't. Prin.	11	3.73	1.42
Principals	11	4.27	1.19
D.O. Admin.	7	4.86	.37

Teacher Sub-Group Results for Variable 7

Sub-Group	Count	Mean	St.Dev.
Elem.	25	4.00	.76
Jr.High	14	4.21	.42
Sr.High	14	3.36	1.08

Variable 10: District school evaluation programs are a necessary way of monitoring educational services at the school level.

Group	Count	Mean	St.Dev.
Teachers	56	3.25	1.30
Ass't.Prin.	11	3.45	1.21
Principals	11	3.91	1.30
D.O. Admin.	7	4.43	.53

Sub-Problem 1.2: What elements of the district school evaluation program enhance the participant's understanding of it?

Variable 6: There was sufficient explanation of the district school evaluation program prior to its initial implementation.

Group	Count	Mean	St.Dev.
Teachers	56	3.73	1.24
Ass/t.Prin.	11	3.73	1.01
Principals	11	4.18	1.17
D.O.Admin.	7	4.43	.53

Variable 9: The district school evaluation program reflects current educational thought on monitoring school effectiveness.

Groups	Count	Mean	St.Dev.
Teachers	56	3.80	.98
Ass/t.Prin.	11	4.18	1.17
Principals	11	4.27	.90
D.O.Admin.	7	4.43	.53

Teacher Sub-Group Results for Variable 9

Sub-Group	Count	Mean	St.Dev.
Elementary	25	4.00	.91
Junior High	14	4.07	1.00
Senior High	14	3.21	.80

Variable 12: District office has provided schools staffs with information on the purpose of the district school evaluation program.

Group	Count	Mean	St.Dev.
Teachers	56	3.82	1.06
Ass't.Prin.	11	3.91	1.04
Principals	11	4.27	1.19
D.O.Admin.	7	4.29	.76

Teacher Sub-Group Results for Variable 12

Sub-Group	Count	Mean	St.Dev.
Elementary	25	4.28	.68
Junior High	14	3.36	1.15
Senior High	14	3.50	1.22

Variable 13: School-based administrators have helped explain the purpose of the district school evaluation program.

Group	Count	Mean	St.Dev.
Teachers	56	3.86	1.12
Ass't.Prin.	11	3.81	1.25
Principals	11	4.36	1.21
D.O.Admin.	7	4.43	.79

SECTION THREE: INITIATION OF THE PROGRAM

Sub-Problem 2.1: Were any problems identified during the planning and initiation stage of the district school evaluation program which affected how the program was perceived?

Variable 8: The district school evaluation program evolved out of the collaborative efforts of teachers, school administrators and district office administrators.

Groups.	Count	Mean	St.Dev.
Group			
Teachers	56	2.95	1.22
Ass/t.Prin.	11	2.18	1.25
Principals	11	3.82	1.25
D.O.Admin.	7	3.67	1.75

Chi-Square Cross Tabulation Results for Variable 8

Row Percentage	SD	D	UD	A	SA
Group					
Teachers	12.7	29.1	18.2	30.9	9.1
Ass't.Prin.	36.4	36.4		27.3	
Principals	9.1	9.1		54.5	27.3
D.O.Admin.	16.7	16.7		16.7	50.0
Chi-Square	22.892		Significance	0.0287	

Variable 11: The district school evaluation program has been tailored to meet district needs.

Group	Count	Mean	St.Dev.
Teachers	56	3.50	.97
Ass't.Prin.	11	3.82	1.25
Principals	11	4.27	1.19
D.O.Admin.	7	4.43	.53

Teacher Sub-Group Results for Variable 11

Sub-Group	Count	Mean	St.Dev.
Elementary	25	3.88	.78
Junior High	14	3.43	.85
Senior High	14	2.91	1.14

Variable 14: There were opportunities for my input into the planning of the district school evaluation program.

Group	Count	Mean	St.Dev.
Teachers	56	2.11	1.30
Ass't.Prin.	11	3.18	1.60
Principals	11	3.64	1.75
D.O.Admin.	7	3.43	1.72

Chi-Square Cross Tabulation Results for Variable 14
Percentages

Group	SD	D	UD	A	SA
Teachers	42.9	32.1	3.6	14.3	7.1
Ass't.Prin.	27.3	9.1		45.5	18.2
Principals	27.3			27.3	45.5
D.O.Admin.	14.3	28.6		14.3	42.9

Chi-Square 24.646 Significance 0.0166

Variable 15: District office showed a willingness to listen to suggestions when establishing the district school evaluation program.

Group	Count	Mean	St.Dev.
Teachers	56	2.80	1.21
Ass't.Prin.	11	2.91	1.45
Principals	10	3.90	1.45
D.O.Admin.	7	4.56	.53

Chi-Square Cross Tabulation Results for Variable 15
Percentages

Group	SD	D	UD	A	SA
Teachers	14.3	30.4	26.8	17.9	10.7
Ass't.Prin.	18.2	27.3	18.2	18.2	18.2
Principals	10.0	10.0	10.0	20.0	50.0
D.O.Admin.				42.9	57.1

Chi-Square 21.067 Significance 0.0494

Variable 19: Adjustments have been made to the district school evaluation program since its inception.

Group	Count	Mean	St.Dev.
Teachers	56	3.70	.87
Ass't.Prin.	11	4.09	1.22
Principals	11	4.27	.90
D.O.Admin.	7	4.57	.79

Teacher Sub-Group Results for Variable 19

Sub-Group	Count	Mean	St.Dev.
Elementary	25	3.84	.85
Junior High	14	4.00	.78
Senior High	14	3.21	.80

Sub-Problem 2.2: To what extent was information on the proposed district school evaluation program shared with the major stakeholders?

Variable 16: I had access to information on the district school evaluation program when it was first adopted.

Group	Count	Mean	St.Dev.
Teachers	56	3.16	1.30
Ass't.Prin.	11	3.55	1.44
Principals	11	4.55	.52
D.O.Admin.	11	3.57	1.51

Variable 17: I understood the purpose of the district school evaluation program before I was part of an evaluation.

Group	Count	Mean	St.Dev.
Teachers	54	3.67	1.17
Ass't.Prin.	11	4.00	1.18
Principals	11	4.64	.92
D.O.Admin.	7	4.14	1.07

Variable 18: The written communication provided by district office pertaining to the procedures of the district evaluation was clear.

Group	Count	Mean	St.Dev.
Teachers	56	3.61	1.26
Ass't.Prin.	11	3.91	1.30
Principals	11	4.09	1.14
D.O.Admin.	7	4.29	.49

SECTION FOUR - IMPLEMENTATION

Sub-Problem 3.1: To what extent do the teachers, assistant principals, principals and district office administrators vary in their perceived level of readiness for participation in the district school evaluation program?

Variable 21: I was adequately prepared for what occurred during the district school evaluation.

Group	Count	Mean	St.Dev.
Teachers	56	4.00	1.14
Ass't.Prin.	11	3.64	1.12
Principals	11	4.18	1.40
D.O.Admin.	7	4.14	1.07

Sub-Problem 3.2: What are the activities undertaken during implementation which tend to strengthen the process.

Variable 25: Classroom observations are a necessary component of the district school evaluation.

Group	Count	Mean	St.Dev.
Teachers	56	4.21	1.11
Ass't.Prin.	11	3.82	1.54
Principals	11	4.36	1.21
D.O.Admin.	7	4.43	1.51

Variable 26: The evaluation team members assigned to classroom observations have been knowledgeable in the area of curriculum and instruction.

Group	Count	Mean	St.Dev.
Teachers	56	3.29	1.18
Ass't.Prin.	11	3.27	1.49
Principals	11	3.55	1.51
D.O.Admin.	7	4.29	.49

Teacher Sub-Groups Results for Variable 26

Sub-Group	Count	Mean	St.Dev.
Elementary	25	3.72	1.06
Junior High	14	3.14	1.35
Senior High	14	2.64	1.39

Variable 27: The selection of team members has been appropriate.

Group	Count	Mean	St.Dev.
Teachers	56	3.61	1.02
Ass't.Prin.	11	3.82	1.47
Principals	11	4.27	.90
D.O.Admin.	7	4.57	.53

Teacher Sub-Groups Results for Variable 27

Sub-Group	Count	Mean	St.Dev.
Elementary	25	3.84	.85
Junior High	14	3.86	.86
Senior High	14	3.00	1.04

Variable 28: Including a classroom teacher as part of the evaluation team should continue.

Group	Count	Mean	St.Dev.
Teachers	56	4.64	.82
Ass't.Prin.	11	4.09	1.58
Principals	11	4.82	.40
D.O.Admin.	7	5.00	.00

Variable 29: Including out-of-district educators as part of the evaluation team should be continued.

Group	Count	Mean	St.Dev.
Teachers	56	4.16	1.19
Ass't.Prin.	11	4.09	1.45
Principals	11	4.00	1.55
D.O.Admin.	7	4.86	.38

Variable 30: The number of evaluation team members a teacher must deal with during a school evaluation is reasonable.

Group	Count	Mean	St.Dev.
Teachers	56	3.98	1.04
Ass't.Prin.	11	2.91	1.38
Principals	11	3.36	1.17
D.O.Admin.	7	4.14	.38

Variable 31: Utilizing information gained from student interviews should be continued.

Group	Count	Mean	St.Dev.
Teachers	56	3.80	1.24
Ass't.Prin.	11	3.55	1.51
Principals	11	4.36	.92
D.O.Admin.	7	4.86	.38

Sub- Group	Count	Mean	St.Dev.
Elementary	25	3.40	1.38
Junior High	14	4.07	.92
Senior High	14	4.36	1.08

Variable 32: Utilizing information gained from parent questionnaires should be continue.

Group	Count	Mean	St.Dev.
Teachers	56	4.00	.97
Ass't.Prin.	11	4.27	.95
Principals	11	4.36	1.21
D.O.Admin.	7	4.71	.49

Variable 33: The commendations and recommendations format of the Superintendent's report should continue.

Group	Count	Mean	St.Dev.
Teachers	55	4.11	1.01
Ass't.Prin.	11	4.55	1.21
Principals	11	4.64	1.21
D.O.Admin.	7	4.71	.49

Sub-Problem 3.3: What role do school-based administrators and district office administrators have in the implementation of the model?

Variable 20: Having the district office administrators and staff meet prior to a school's evaluation assists the staff in better understanding the evaluation program.

Group	Count	Mean	St.Dev.
Teachers	56	4.32	.94
Ass't.Prin.	11	4.27	1.42
Principals	11	4.64	.51
D.O.Admin.	7	4.86	.38

Variable 22: District office administrators helped to prepare the staff for the district school evaluation.

Group	Count	Mean	St.Dev.
Teachers	56	3.77	1.06
Ass't.Prin.	11	3.82	.98
Principals	11	4.18	1.17
D.O.Admin.	7	4.43	.53

Variable 23: The school-based administrators helped to prepare their staff for the district school evaluation.

Group	Count	Mean	St.Dev.
Teachers	56	3.98	1.04
Ass't.Prin.	11	4.09	1.14
Principals	11	4.82	.40
D.O.Admin.	7	4.57	.53

Variable 24: The individual interview with the Superintendent (or Assistant Superintendent) facilitates staff input during the district school evaluation.

Groups	Count	Mean	St.Dev.
Teachers	56	3.98	1.23
Ass't.Prin.	11	3.91	1.51
Principals	11	4.55	1.21
D.O.Admin.	7	4.86	.38

SECTION FIVE: PERCEPTIONS, FEELINGS AND CONCERNS

Sub-Problem 4.1: What are the feelings and concerns expressed by the four stakeholding groups with respect to their participation in a district school evaluation program?

Variable 34: I was apprehensive about taking part in the district school evaluation.

Group	Count	Mean	St.Dev.
Teachers	56	3.39	1.47
Ass't.Prin.	11	3.18	1.60
Principals	11	1.82	1.40
D.O.Admin.	7	3.14	1.77

Variable 35: Once the evaluation was underway, I felt less anxious.

Group	Count	Mean	St.Dev.
Teachers	52	3.60	1.36
Ass't.Prin.	10	4.50	.53
Principals	9	3.44	1.42
D.O.Admin.	7	4.71	.49

Variable 36: Communication from district office helped in lowering staff anxiety over the school evaluation.

Group	Count	Mean	St.Dev.
Teachers	56	3.02	1.34
Ass't.Prin.	11	3.36	1.43
Principals	11	2.82	1.40
D.O.Admin.	7	4.29	.49

Variable 37: The district evaluation team worked at making the staff feel comfortable during the school evaluation.

Group	Count	Mean	St.Dev.
Teachers	55	4.13	.94
Ass't.Prin.	11	4.27	1.19
Principals	11	4.09	1.14
D.O.Admin.	7	4.57	.53

Variable 38: The school-based administrators helped in lowering the level of staff anxiety over the district school evaluation.

Group	Count	Mean	St.Dev.
Teachers	56	3.34	1.39
Ass't.Prin.	10	3.80	1.14
Principals	11	4.18	1.17
D.O.Admin.	7	4.43	.53

Variable 39: There was open and honest communication between the staff and the evaluation team during the district school evaluation.

Group	Count	Mean	St.Dev.
Teachers	56	3.46	1.03
Ass't.Prin.	11	3.64	1.43
Principals	11	4.18	1.17
D.O.Admin.	7	4.57	.53

Variable 40: There was a collegial atmosphere between the staff and the evaluation team during the school evaluation.

Group	Count	Mean	St.Dev.
Teachers	56	3.43	1.26
Ass't.Prin.	11	4.00	1.10
Principals	11	4.09	1.58
D.O.Admin.	7	4.43	.53

Variable 41: I have positive feelings toward the district school evaluation program.

Group	Count	Mean	St.Dev.
Teachers	56	3.30	1.29
Ass't.Prin.	11	4.09	1.22
Principals	11	4.27	1.19
D.O.Admin.	7	4.43	.53

Teacher Sub-Group Results for Variable 41

Sub-Group	Count	Mean	St.Dev.
Elementary	25	3.16	1.28
Junior High	14	4.07	.83
Senior High	14	2.86	1.41

SECTION SIX: OUTCOMES

Sub-Problem 5.1: What are the perceived outcomes, both positive and negative, of the district school evaluation program as seen by the teachers, assistant principals, principals and district office administrators?

Variable 42: The evaluation team obtained a true picture of the school during the evaluation.

Group	Count	Mean	St.Dev.
Teachers	54	3.15	1.22
Ass't.Prin.	11	3.72	1.42
Principals	11	3.91	1.30
D.O.Admin.	7	4.43	.53

Teacher Sub-Group Results for Variable 42

Sub-Group	Count	Mean	St.Dev.
Elementary	23	3.78	.10
Junior High	14	3.14	1.03
Senior High	14	2.14	1.03

Variable 43: The evaluation team members shared their expertise in a way that was helpful to teachers.

Group	Count	Mean	St.Dev.
Teachers	56	3.30	1.19
Ass't.Prin.	11	3.45	1.21
Principals	11	3.18	1.60
D.O.Admin.	7	4.43	.53

Variable 44: I found the information contained in the Superintendent's report to be clear and easily understood.

Group	Count	Mean	St.Dev.
Teachers	55	3.58	1.21
Ass't.Prin.	11	3.55	1.70
Principals	11	4.64	.50
D.O.Admin.	7	4.57	.53

Variable 51: The district school evaluation program identifies important strengths in a school.

Group	Count	Mean	St.Dev.
Teachers	55	4.07	.94
Ass't.Prin.	11	4.45	1.21
Principals	11	4.73	.47
D.O.Admin.	7	5.00	.00

Variable 52: The district school evaluation identifies important areas of need in a school.

Group	Count	Mean	St.Dev.
Teachers	55	3.75	1.06
Ass't.Prin.	11	4.09	1.45
Principals	11	4.55	.52
D.O.Admin.	7	4.71	.49

Variable 53: The district school evaluation produces short-term results in a school.

Group	Count	Mean	St.Dev.
Teachers	55	3.11	1.18
Ass't.Prin.	11	3.91	1.30
Principals	11	3.91	1.38
D.O.Admin.	7	4.14	1.07e

Chi-Square Cross Tabulation Results for Variable 53

Percentages

Group	SD	D	UD	A	SA
Teachers	7.3	30.9	16.4	34.5	10.9
Ass't.Prin.	9.1	9.1		45.5	36.4
Principals	9.1	9.1	9.1	27.3	45.5
D.O.Admin.		14.3		42.9	42.9

Chi-square 16.266

Significance 0.1793

Variable 54: The district school evaluation produces long-term results in a school.

Group	Count	Mean	St.Dev.
Teachers	55	3.11	1.10
Ass't.Prin.	11	3.27	1.19
Principals	11	3.55	1.50
D.O.Admin.	7	4.29	.49

Variable 58: I am aware of follow-up activities initiated by district office after the completion of the school evaluation.

Group	Count	Mean	St.Dev.
Teachers	54	2.60	1.31
Ass't.Prin.	11	2.82	1.17
Principals	11	3.36	1.57
D.O.Admin.	7	4.43	.79

Chi-Square Cross Tabulation for Variable 58

Percentages

Group	SD	D	UD	A	SA
Teachers	27.8	24.1	14.8	27.8	5.6
Ass't.Prin.	9.1	45.5		45.5	
Principals	27.3			54.5	18.2
D.O.Admin.			14.3	28.6	57.1

Chi-square 32.784

Significance 0.0010

Variable 59: I am aware of follow-up activities initiated by the school-based administration after the completion of the school evaluation.

Group	Count	Mean	St.Dev.
Teachers	54	3.06	1.41
Ass't.Prin.	9	3.78	1.39
Principals	11	4.27	1.01
D.O.Admin.	7	4.43	.79

Chi-Square Cross Tabulation Results for Variable 59

Percentages

Group	SD	D	UD	A	SA
Teachers	20.4	18.5	11.1	35.2	14.8
Ass't.Prin.	11.1	11.1		44.4	33.3
Principals		9.1	9.1	27.3	54.5
D.O.Admin.			14.3	28.6	57.1

Chi-Square 16.2258

Significance 0.1811

Sub-Problem 5.2: How did the four stakeholding groups judge the worth and merit of the outcomes and to what extent did they see their needs being met?

Variable 45: The Superintendent's report on each school evaluated is a useful document.

Group	Count	Mean	St.Dev.
Teachers	56	3.38	1.15
Ass't.Prin.	11	3.55	1.57
Principals	11	4.36	1.21
D.O.Admin.	7	4.43	.53

Variable 46: The commendations statements in the Superintendent's report were accurate.

Group	Count	Mean	St.Dev.
Teachers	56	3.63	1.00
Ass't.Prin.	11	4.27	1.19
Principals	11	4.36	1.21
D.O.Admin.	7	4.86	.38

Variable 47: The recommendation statements in the Superintendent's report were accurate.

Group	Count	Mean	St.Dev.
Teachers	56	3.45	1.04
Ass't.Prin.	11	3.36	1.57
Principals	11	4.00	1.10
D.O.Admin.	7	4.86	.38

Variable 48: The reports on each specific area evaluated within the school were comprehensive.

Group	Count	Mean	St.Dev.
Teachers	56	3.54	1.09
Ass't.Prin.	11	3.91	1.04
Principals	11	4.27	1.19
D.O.Admin.	7	4.43	.53

Teacher Sub-Group Results for Variable 48

Sub-Group	Count	Mean	St.Dev.
Elementary	25	3.76	.93
Junior High	14	3.79	1.05
Senior High	14	2.93	1.27

Variable 49: The district school evaluation program is of benefit to school-based administrators.

Group	Count	Mean	St.Dev.
Teachers	56	3.88	.92
Ass't.Prin.	11	4.18	1.17
Principals	11	4.36	1.21
D.O.Admin.	7	4.71	.49

Chi-Square Cross Tabulation for Variable 49
Percentages

Group	SD	D	UD	A	SA
Teachers	1.8	5.4	21.4	46.4	25.0
Ass't.Prin.	9.1			45.5	45.5
Principals	9.1			27.3	63.3
D.O.Admin.				28.6	71.4

Chi-Square 18.409

Significance 0.1038

Variable 50: The district school evaluation is of benefit to teachers.

Group	Count	Mean	St.Dev.
Teachers	56	3.05	1.31
Ass't.Prin.	11	3.55	1.13
Principals	11	4.00	1.34
D.O.Admin.	7	4.71	.49

Teacher Sub-Group Results for Variable 50

Sub-Group	Count	Mean	St.Dev.
Elementary	25	2.88	1.33
Junior High	14	3.93	.10
Senior High	14	2.43	1.02

Variable 55: The district school evaluation is an opportunity to show others the strengths of each school.

Group	Count	Mean	St.Dev.
Teachers	54	3.83	1.09
Ass't.Prin.	11	4.27	.90
Principals	11	4.27	.90
D.O.Admin.	7	4.71	.49

Variable 56: The district school evaluation program is an opportunity for the school's administration to obtain valuable suggestions and assistance.

Group	Count	Mean	St.Dev.
Teachers	54	4.07	.89
Ass't.Prin.	11	4.00	1.18
Principals	11	4.18	1.17
D.O.Admin.	7	4.86	.38

Chi-Square Cross Tabulation Results for Variable 56

Percentages	SD	D	UD	A	SA
Sub-Group					
Elementary		12.5	4.2	45.8	37.5
Junior High				64.3	35.7
Senior High		7.7	23.1	46.2	23.1
Chi-Square	8.349		Significance	0.213	

Variable 57: The district school evaluation program allows for the sharing of ideas across the district.

Group	Count	Mean	St.Dev.
Teachers	54	3.15	1.09
Ass't.Prin.	11	3.91	1.45
Principals	11	4.18	.87
D.O.Admin.	7	3.86	1.46

Teacher Sub-Group Results for Variable 57

Sub-Group	Count	Mean	St.Dev.
Elementary	24	3.54	.98
Junior High	14	3.14	1.17
Senior High	13	2.54	.97

Chi-Square Cross Tabulation for Variable 57

Percentages	SD	D	UD	A	SA
Group					
Teachers	3.7	31.5	20.4	35.2	9.3
Ass't.Prin.	9.1	9.1	18.2	9.1	54.5
Principals		9.1		54.5	36.4
D.O.Admin.		28.6	14.3		57.1
Chi-Square	26.718		Significance	0.0085	

SECTION SEVEN: EVALUATION OF THE MODEL

Sub-Problem 6.1: What factors will affect the use of this model over a protracted period of time?

Sub-Problem 6.2: What changes or modifications should be made to the model to ensure continued educational value relative to the evaluation process?

Variable 60: The district school evaluation program should continue in its present form.

Group	Count	Mean	St.Dev.
Teachers	56	2.63	1.21
Ass't.Prin.	11	2.18	1.08
Principals	11	2.00	1.10
D.O.Admin.	7	2.43	1.27

Chi-Square Cross Tabulation Results for Variable 60
Percentages

Group	SD	D	UD	A	SA
Teachers	29.3	25.0	21.4	26.8	3.6
Ass't.Prin.	27.3	45.5	9.1	18.2	
Principals	36.4	45.5		18.2	
D.O.Admin.	28.6	28.6	14.3	28.6	
Chi-Square 7.4059		Significance 0.8297			

Variable 61: The district school evaluation program will need to be modified if it is to be used for a second round of school evaluations.

Groups	Count	Mean	St.Dev.
Teachers	56	4.05	1.03
Ass't.Prin.	11	4.55	1.21
Principals	11	4.91	.30
D.O.Admin.	7	4.57	.53

Variable 62: The length of each school's evaluation is appropriate.

Groups	Count	Mean	St.Dev.
Teachers	56	3.50	1.10
Ass't.Prin.	11	2.91	1.38
Principals	11	3.73	1.10
D.O.Admin.	7	3.29	1.38

Variable 63: The format of the Superintendent's report should remain the same.

Groups	Count	Mean	St.Dev.
Teachers	54	3.54	.97
Ass't.Prin.	11	2.91	1.58
Principals	11	3.90	1.20
D.O.Admin.	7	3.00	1.29

Variable 64: There should be more follow-up by district office administrators after a district school evaluation has been completed.

Groups	Count	Mean	St.Dev.
Teachers	55	3.93	1.21
Ass't.Prin.	11	4.55	.52
Principals	11	3.09	1.22
D.O.Admin.	7	3.57	1.13

Variable 65: There should be more follow-up by the school-based administrators after a district school evaluation has been completed.

Groups	Count	Mean	St.Dev.
Teachers	55	4.05	1.06
Ass't.Prin.	10	4.40	.52
Principals	11	3.73	1.27
D.O.Admin.	7	3.86	.90

Variable 66: The structure of the evaluation team should remain the same.

Groups	Count	Mean	St.Dev.
Teachers	55	3.24	1.19
Ass't.Prin.	11	3.64	1.29
Principals	11	2.91	1.30
D.O.Admin.	7	3.29	1.11

Chi-Square Cross Tabulation Results for Variable 66
Percentages

Group	SD	D	UD	A	SA
Teachers	9.1	18.2	27.3	30.9	14.5
Ass't.Prin.	9.1	9.1	18.2	36.4	27.3
Principals	9.1	45.5		36.4	9.1
D.O.Admin.		28.6	28.6	28.6	14.3
Chi-Square		9.530	Significance		
			0.6571		

Variable 67: Evaluation team members need more preparation for their duties.

Groups	Count	Mean	St.Dev.
Teachers	55	3.05	1.06
Ass't.Prin.	11	3.00	1.61
Principals	11	3.64	1.36
D.O.Admin.	7	2.43	1.51

APPENDIX E

DISTRICT SCHOOL EVALUATION POLICY

St. ALBERT PSSD #6

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Education Policies Manual

Control Code:

AFAA

151

Category:

SCHOOL EVALUATION

District schools will be evaluated to determine
their effectiveness.

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1. The Superintendent is responsible for establishing an annual school evaluation plan for the district.
2. The major purposes for school evaluations are:
 - 2.1 Identification of the strengths of district schools, and the practices of these schools, which contribute to their effectiveness.
 - 2.2 Professional development of district administrators, supervisors and teachers through involvement as members of school evaluation teams.
 - 2.3 Identification of ways that schools and school staffs can increase their effectiveness.
 - 2.4 Improvement of communication between, and among, district office and school based personnel.
 - 2.5 Provision for students and community to provide the Board of Education and the school staff with feedback related to the effectiveness of the school.
3. The standards of school effectiveness to be used in evaluating the schools are as follows:

A. COMMON FOCUS

- Std. 1 INSTRUCTIONAL LEADERSHIP - research on effective schools highlights the significant role the principal plays in establishing the effectiveness of his/her school for student learning.
- Std. 2 PURPOSE - the focus on learning serves as the basis for day-to-day activities and for decision making.
- Std. 3 SENSE OF COMMUNITY - a cohesive social environment exists in the school -- especially the extent of support and the feelings of belonging that individuals have for one another.

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B. CLIMATE CONDUCIVE TO LEARNING

- Std. 4 HIGH EXPECTATIONS - administrators believe in the potential of staff and students in the school.
- Std. 5 SPECIFIC FEEDBACK - immediate feedback is given to students and teachers in recognition of their performance.
- Std. 6 APPEARANCE AND COMFORT - an atmosphere that is orderly, inviting, and attractive, and that is conducive to learning.
- Std. 7 CONSISTENT DISCIPLINE POLICY - a set of guidelines and basic philosophy is utilized daily by the staff in their interaction with students.

C. EMPHASIS ON LEARNING

- Std. 8 STUDENTS ACTIVELY ENGAGED IN LEARNING - opportunities for students to be constantly involved and participating in the learning process are clearly evident within the school.
- Std. 9 CHALLENGE AND GROWTH FOR ALL STUDENTS - learning activities are provided that allow for personal feelings of achievement for all students in their learning experience.
- Std. 10 INSTRUCTIONAL STRATEGIES - VARIED AND RESPONSIVE - varied learning environments are present for students and are responsive to the characteristics of particular learners and intended curriculum outcomes.
- Std. 11 PRACTICAL MONITORING - gathering of information on student progress, the interpreting of the information and the continued application of the information in daily planning is an attribute of the school.
4. School evaluations may involve the entire school operation or components of the school operation.
5. Opportunities for school staff input into the evaluation process will be provided.
6. A detailed report delineating the results, commendations and recommendations will be provided to the school staff, the Board of Education and other relevant groups.

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7. Before final printing of the report, an opportunity will be provided to the school staff to review and comment upon the perceptions of the evaluation team.
8. Final appeals related to the school evaluation will be made to the Superintendent by the party (or parties) involved. This should be made in writing and delivered to the Superintendent within seven (7) days of receipt of the final draft copy of the report by the affected party (or parties).
9. The Superintendent or designate will be responsible for ensuring that an action plan is developed by the school to operationalize major recommendations emanating from the school evaluations.
10. The Assistant Superintendent, Operations and Personnel shall maintain on file, copies of all school evaluation reports.